Manitoba Youth Health Survey 2012/2013 User Guide

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Overview

The second cycle of the Manitoba Youth Health Survey (YHS) was implemented in the 2012/2013 school year. The purpose of the YHS is to provide evidence to policy makers, educators and health practitioners for use in the planning and evaluation of programs and policies that promote healthy living.

Support for the YHS is provided by Partners in Planning for Healthy Living. This is a network of partners across Manitoba that share a common mandate for the prevention of chronic diseases. PPHL partners work together in a collegial manner to develop organizational, community and regional capacity to use evidence in planning programs for healthy living in communities across Manitoba. Partners include government, non-government organizations and all Manitoba regional health authorities.

The YHS is a self-administered paper survey. The survey asks questions about physical activity, nutrition, sun safety, mental health, school connectedness, tobacco use, drug and alcohol use, sexual health, and safety (injury prevention) and whenever possible, questions are from validated sources. New to the YHS is the addition of student codes. A complex coding process was developed to track students' health behaviors long-term while maintaining student anonymity This process will allow for the linkage of the YHS dataset to other Manitoba datasets (such as provincial Early Child Development and other education data) and to link the 2012/2013 YHS dataset with future YHS datasets.

All Manitoba schools were invited to participate including independent, Francophone, Colony and First Nation schools. 64,000 students in grade 7 to 12 in 475 schools completed the YHS across the province. Regional Health Authorities assumed responsibility for the data collection including school recruitment as well as the dissemination of feedback reports (for schools, school divisions and regions). Ministers from the Provincial Ministries of Children and Youth Opportunities, Education and Healthy Living, Seniors and Consumer Affairs wrote a letter to encourage school and school division participation in the YHS through a collaborative effort with their regional health authority. The Interlake-Eastern RHA, Prairie Mountain Health Region, Northern RHA and CancerCare Manitoba shared responsibility for scanning the completed surveys. The Epidemiology Unit at CancerCare Manitoba took responsibility for data analysis, data interpretation and school, school division, and regional report generation.

Concurrent with the YHS was the implementation of the YHS Administrators Survey that collected information about the student's school environment. This survey asked school administrators questions that help describe the healthy living policies and programs that take place in their schools. This survey data will be used during secondary analysis of the YHS data to gain further understanding of youth health.

This report provides YHS end-users with additional information on the YHS 2012/2013 design, methodology, implementation and analysis/interpretation.

Background

Youth Health Survey

The Youth Health Survey (YHS) initiative resulted from the Manitoba RHAs' recognition that there was a lack of local-level data available for planning purposes and that provincial and national level data did not meet the needs of local communities, schools and regions. While data from other surveillance provides some data at the health region level for Manitoba, the data are not specific to the local-level. Many other national health surveys such as the Youth Smoking Survey (YSS) and Canadian Tobacco Use Monitoring Survey (CTUMS) are related to specific content areas such as tobacco and are therefore not applicable across all health behaviours.

In response to this need for local-level data, the Interlake Health Promotion Working Group developed the first YHS in 2005. This survey was piloted with grade 6-12 students in the Interlake region in 2005-2006. Through regional leadership the first province-wide implementation of the Manitoba Youth Health Survey (YHS) was conducted between November 2005 and October 2008. 46,900 students in grades 6 to 12 participated in the YHS. The implementation of the YHS is now the primary risk factor surveillance activity in Manitoba.

The first YHS results were included in reports prepared at the school, school division, district and regional level to assist in local-level planning. Provincial level reports generated from the YHS included the *Manitoba Youth Health Survey: Technical Report* and the *Youth Health Survey Report 2009.* The *Manitoba Youth Health Survey: Technical Report* provides a detailed overview of the background, design and methods used in the first Manitoba YHS as well as the results presented in the *Youth Health Survey Report 2009*. The *Youth Health Survey Report 2009* includes the results of all participating students in Manitoba in grades 9 to 12. All reports are available on the PPHL website. Various knowledge exchange products are also available on this website. (www.healthincommon.ca/pphl)

Partnership Development

In conjunction with the first province wide YHS implementation a group of partners came together and formed Partners in Planning for Healthy Living (PPHL). PPHL is a unique, Manitoba-based community of practice. Members of PPHL share a common mandate for the prevention of chronic diseases and work together in a collegial manner to support the generation and use of evidence in planning and evaluating interventions that promote healthy living in communities across Manitoba. PPHL's formalized partnership network includes member representation from all Manitoba regional health authorities, provincial (Health, Healthy Living Seniors and Consumer Affairs, Child and Youth Opportunities and Education,) and federal (Public Health Agency, MB and SK division) governments, CancerCare Manitoba, Canadian Cancer Society-MB division, Health in Common, the Addictions Foundation of Manitoba, Alliance for the Prevention of Chronic Disease, Heart and Stroke Foundation of Manitoba, Manitoba Physical Education Supervisors' Association. For further information visit the PPHL website (www.healthincommon.ca/pphl). The partnership is committed to supporting the YHS and its implementation approximately every four years.

Purpose of YHS

The YHS focuses on health risk behaviours. The decision to focus the survey in this way was made because many of the health risk behaviours not only relate directly to health outcomes but also are associated with educational and social outcomes, including absenteeism, poor academic achievement, and dropping out of school (Centre for Disease Control and Prevention, 2013). The YHS is designed to give policy makers, educators, and health practitioners' information on youth health that enables them to:

- Describe the prevalence of a health risk behaviour
- Monitor trends in health risk behaviours over time
- Evaluate and improve health promotion activities

The intent is that end-users utilize the YHS data for:

- Community health planning, health promotion and programming at the school, school division and RHA levels
- Policy development that promotes healthy living and healthy school environments
- Policy/program evaluation at the school, community, regional and provincial levels
- Policy evaluation (for example: Provincial policy to implement Grade 11 and 12 Active Healthy Lifestyles: Physical/Health Education curriculum)

YHS Questionnaire Development

Rationale for YHS Topic Areas

The topic areas of the YHS include:

- Student Demographics
- Mental Health and Well-being*
- Work and Volunteering
- Sleep
- Sun/UV Exposure
- Tobacco Use
- Injury Prevention† and Safety
- Physical Activity and Sedentary Behavior
- Healthy Eating
- Alcohol and Drug Use and*
- Healthy Sexuality†

Many of these topics areas are aligned with the behaviours that have been found to contribute to the leading causes of morbidity and mortality among youth and adults including:

1) Behaviors that contribute to unintentional injuries and violence;
2) Sexual behaviors that contribute to HIV infection, other STDs, and unintended pregnancy;

* Expanded health topic for YHS 2012/2013
† New health topic for YHS 2012/2013

3) Tobacco use;
4) Alcohol and other drug use;
5) Unhealthy dietary behaviors; and
6) Physical inactivity

(Centre for Disease Control and Prevention).

These behaviors are often established during childhood and adolescence and extend into adulthood and not only effect ones' health but can also effect educational and social outcomes. Healthy students and better learners and better-educated individuals are healthier (JCSH, 2012).

Expert Working Groups

In preparation for the second implementation of the YHS in Manitoba, PPHL wanted to engage potential users of the survey data in the tool revision process. As a result, Expert Working Groups based on topic areas were brought together to provide input that would shape the next YHS.

Prior to bringing the expert working groups together, an environmental scan of existing questionnaires was conducted. Questions from various pre-existing and validated surveys were pulled together into a 'dictionary', organized by topic area in addition to the YHS 2008 questions. All efforts were made to find previously validated survey questions whenever possible. A summary listing of all health behaviour surveys that were accessed during the development of the 2012 survey can be found on the PPHL website. (http://partners.healthincommon.ca/tools-and-resources/youth-health-survey/ scroll down to Questionnaire).

Each Expert Group met twice. Initially, in a focus group format where they were asked about their familiarity with the YHS; the usability of data from the previous YHS report; and what information they would like to see within their area of focus. Based on this information, questions were pulled from the 'dictionary' of questions related to their topic area and brought to the second Expert Group meeting. Each expert group then reviewed, chose and amended the questions to 'best' gather the information they felt was important. A preliminary draft of the YHS tool was reviewed by a group of young people that volunteer with a Teen Talk program and also, by several educators.

The YHS questionnaire that was developed through the Expert Working Group process was then referred to the Youth Health Survey Tools and Methods Working Group. The Tools and Methods group used this feedback to develop a new YHS tool that attempted to meet the needs of stakeholders while keeping certain elements of the original YHS in place for continuity and to ensure data can be used to track selected health behaviours over time (See Appendix A for the YHS Questions Sources).

Survey Characteristics

Survey Population

The YHS is conducted every four years and is currently in its second cycle. This on-going survey includes a census of Manitoba students. Individual schools retain the ability to opt out of the survey, therefore not all schools are represented in the survey. Schools are identified through the Manitoba Schools Book, which is updated every school year. In addition, every attempt is made to identify and engage with schools not listed in the Manitoba Schools Book, such as some First Nations, Colony and Independent schools. In the current YHS cycle students in grade 7 to 12 were invited to participate in the survey.

A new element in the 2012/2013 Youth Health is the addition of an Administrators Survey which was completed by a school administrator on the same day as the students completed the student's survey. (See YHS Administrators Survey section for further details).

Survey Design

The YHS is a self-administered survey. The survey design is a paper booklet that is computer scannable each with a unique survey number. Students record their answers directly in the booklet. The perforated binding allows for the ease of feeding each sheet into a scanner to collect responses. Skip patterns are not included in the survey to ensure that the time required to complete the survey is similar regardless of health risk behaviours. The average time to complete the survey is 30-40 minutes.

Survey Versions and Translation

Two versions of the YHS were created (Version A, Version B) (See Appendix B "YHS Questionnaire Version B"). They are identical except that Version A does not include the sexual health questions whereas Version B does. The two versions were created because not all schools felt comfortable with the new sexual health questions. Schools and school divisions could choose to opt out of the sexual health section and complete survey version A with no sexual health questions. The versions were marked on the surveys with the corresponding letter (A or B) before the survey number.

In addition, Survey B (including sexual health questions) was translated into French. The French surveys were made available to French Immersion and Francophone schools.

Student Codes

The YHS is a rich source of information about the health behaviours of our youth. By linking the survey to individual students, students can be tracked over the long-term to monitor changes in health behaviours as well as study health outcomes in later life. In addition it will allow the connection of the YHS dataset to other Manitoba datasets (such as provincial Early Child Development data) or to connect the 2012 YHS dataset with future YHS datasets.

The authorization and protection of the student health information collected is guided by *The Healthy Child Manitoba Act, The Freedom of Information and Protection of Privacy Act (FIPPA),*

and *The Personal Health Information Act* (PHIA). To ensure compliance with the legislation and the confidentiality and privacy of student information a group of legal and privacy experts were consulted. Together they created the student code process outlined below that maintains the security, and confidentiality of the information collected from students.

If the school division chose to participate in the student code process they followed a series of instructions developed by Healthy Child Manitoba to securely upload the information provided to the Healthy Child Manitoba server.

Student Code Process

Schools were asked to provide and upload student information onto the Healthy Child Manitoba's secured online server. The sharing of such information is standard procedure within government. Each winter the Department of Education shares student enrolment information with Healthy Child Manitoba. However, due to survey implementation beginning in the fall schools were asked to provide the information directly to Healthy Child Manitoba to accelerate survey implementation. The annual information sent by the Department of Education was used to validate the information given by the schools. The schools provided the following student information:

- School division name
- School name
- Class period for survey administration if known (e.g., Day 4 Period 2)
- Teacher name
- Student name
- Grade
- MET (Manitoba Education student number)
- Gender
- Date of Birth
- PHIN (when available)
- Student's home postal code

Healthy Child Manitoba then created and affixed labels with the students name, date of birth, grade, teacher name, school name and class period in which the student would be taking the survey (if applicable) to the front of each survey. Surveys were bundled by class/ by grade/ by school/ by school division and forwarded either to the appropriate RHA contact for distribution to the schools or directly to the schools. Each classroom bundle also included a supply of blank surveys for students who are not on the class list but are present in the classroom on the day of the survey. The teacher wrote the student name, gender and DOB on the front page of these surveys prior to survey distribution.

During the administration of the survey the front pages with the student identifying information were removed and placed in a separate classroom envelope, sealed and returned to Healthy Child Manitoba. Completed surveys were sent to CancerCare Manitoba (Winnipeg), Interlake RHA (Eriksdale), Northern RHA (Flin Flon) or Prairie Mountain RHA (Brandon, Shoal Lake or Roblin) for scanning. The survey number and student responses were entered into an

Access database that was securely sent for analysis and storage on a secure server at CancerCare Manitoba.

To ensure that the Healthy Child Manitoba database contains only student information from those that completed the survey the front pages were cross-referenced to the student enrolment database. This is an important step as consent to collect such information was implied if a student completed the survey (see Consent Process Section for further details). However, in some instances not all front pages were returned. To address this issue CancerCare Manitoba sent a database to Healthy Child Manitoba containing limited demographic information (school name, age, grade, and survey number) after scanning all surveys. This information was cross-referenced with the Healthy Child Manitoba database to identify all students that had completed the survey. The clean database with only student information from those that had completed the survey (i.e. had consented to their identification) was then sent to Manitoba Health. Manitoba Health scrambled the student PHINs and sent the database back to Healthy Child Manitoba.

This process created two separate databases housed at two distinct organizations. The survey numbers and survey responses are housed on a secure server at CCMB, and student information including scrambled PHINs, and survey numbers is on a secure server at Healthy Child Manitoba. Therefore, no single organization has all the data elements to link a student's survey responses to the student, allowing for increased confidentiality of the information collected during the YHS.

In order to link data for analysis or research projects it must be done in a secure environment in addition to seeking approval from relevant authorities (e.g., Data Access and Review Panel (DARP), Health Information Privacy Committee (HIPC), Research Ethic Boards (when applicable). PPHL's Data Access and Review Panel (DARP) has developed a detailed process and protocol to access and link data (see Figure 1).

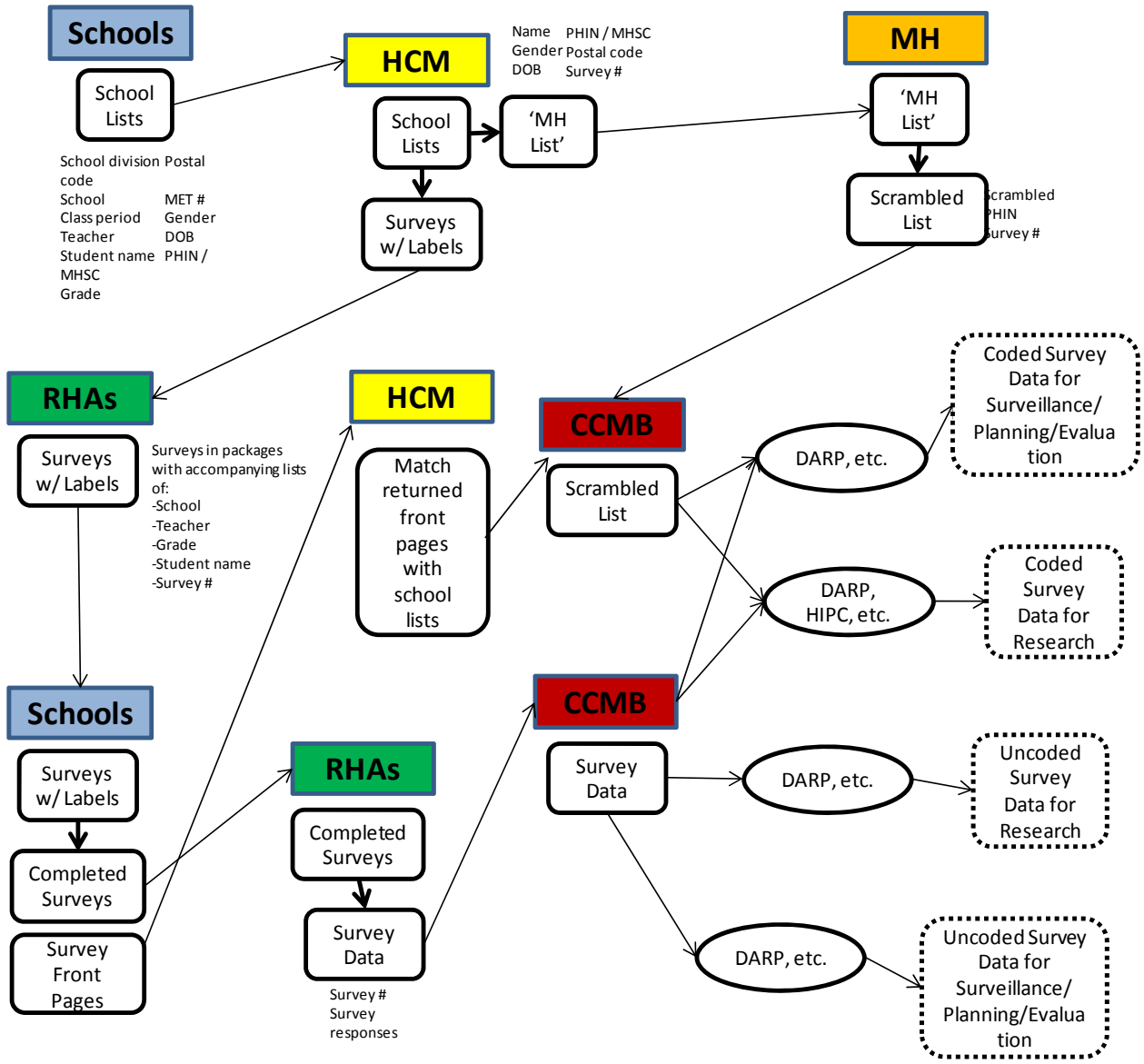


Figure 1. Student Code Process

Reliability and Validity Testing of Survey Instruments

During the winter of 2012 a pilot study was undertake to test the updated YHS tool for face validity, reliability, the effect of student codes, response burden, implementation feasibility and analysis feasibility. After analysis of the pilot test results, the YHS was revised, finalized and translated to French for implementation in the fall of 2012. (For further information on the results of the Pilot Study and revisions made to the YHS tool see the "Summary Report on the Manitoba Youth Health Survey Pilot Project 2011" which will be posted on the PPHL website in late 2013).

YHS Implementation

YHS Implementation Team

After the survey tool was finalized the YHS implementation team was formed to oversee the implementation of the YHS. The group consisted of RHA representatives from each of the RHAs (Winnipeg, Interlake, North East, South East, Parkland, Central, Brandon, Assiniboine, NORMAN, Burntwood and Churchill RHA) and CancerCare Manitoba. An Epidemiologist from CancerCare Manitoba chaired the group. During the period of the YHS implementation the Manitoba government amalgamated the existing 11 RHAs into 5 RHAs. However, the YHS Implementation Team decided to keep the original membership given the volume of work needed to implement the YHS. Ad-hoc members were consulted as needed throughout implementation.

The Implementation Team members were the main YHS contacts for the regions. They recruited School Divisions, created standardized communication materials and protocols and supported each other throughout YHS implementation. Work was distributed amongst members to continuously move the YHS implementation forward.

Communications

In June 2012, a joint letter from the Ministers Children and Youth Opportunities, Education, and Healthy Living Seniors and Consumer Affairs was sent to the School Board Chairs, the School Division Superintendents, Directors of First Nations Education Authorities and Tribal Councils, and School Principals (Grades 7-12). The letter explained the YHS and accompanying Administrators Survey and strongly encouraged participation and collaboration with the RHAs to administer and collect YHS data.

In September 2012, the Manitoba Education Assistant Deputy Ministers sent a follow-up letter to the same groups reminding them about the upcoming YHS. The letter again strongly encouraged participation and collaboration with the RHAs to administer and collect YHS data.

RHA staff followed-up with School Division Superintendents in regards to both letters and coordinated the administration of the YHS to students in their division/schools. To share YHS information with schools, teachers, students and parents the YHS Implementation Team drafted briefing notes and letter templates for use by RHA and school administration staff. Communication templates were used and adapted as necessary. Communications drafted include (See Appendix C for templates):

1) RHA briefing note (internal RHA communication)
2) School division and school YHS briefing note
3) Teacher briefing note
4) Parent briefing note
5) Parent consent notification/letter (active and passive consent) (see below for further information on consent processes)

Consent Process

RHAs and school division had the option of using passive or active consent for survey administration. Parents were notified via a letter from the school about the survey. (See Appendix C for letter templates) If the school opted for passive consent they were given the option to withdraw their child from participating in the survey by phoning the school or RHA contact and leaving a message including:

- Child's name(s)
- Child 's grade(s)
- The name of their school, and
- The name of their homeroom/classroom teacher

If the school opted for active consent parents had to sign a consent form and return it to the school in order for the student to participate.

For both passive and active consent teachers were given a list of students without consent or those who choose to opt out. They were asked to review the list to ensure that students on the list did not receive a copy of the survey. In addition, if a student indicated that they do not wish to participate, the student was not given a survey. If a student did not participate in the survey they were asked during the survey administration to work quietly on other work.

Survey Administration

The RHA members on the Implementation Team recruited school divisions/schools, and Independent schools to participate in the survey. Recruitment of on-reserve First Nations schools occurred at the regional level through coordination with local Tribal Councils and communities. One RHA representative coordinated with the Frontier School Division to administer the survey in their schools through out Manitoba and another coordinated with the Division-scholaire franco-manitobaine.

Schools/school divisions decided on the best time to administer the survey. Schools then provided class lists and student information to Healthy Child Manitoba. Healthy Child generated and affixed labels to the front page of each survey. (For more information see Student Codes Section)

Surveys were bundled by class/ by grade/ by school/ by school division by Healthy Child Manitoba and forwarded to the appropriate RHA contact for distribution to the school contacts. Each classroom bundle also included a supply of blank surveys for students who were not on the class list but were present in the classroom on the day of the survey. The teacher wrote the student name, gender and DOB on the front page of these surveys prior to survey distribution.

In addition, there were also detailed teacher instructions and classroom instructions (See Appendix D for Teacher and Classroom Instruction Sheets) that the teachers read to the students. Surveys were then distributed according to list and the student names on the surveys to only those students whose parents had not opted their child out of the survey or provided consent. The teacher removed the front page of the survey as they were distributing the surveys to the students and placed it in an envelope that was sealed immediately.

Classroom teachers recorded the reason for each uncompleted survey (i.e. opted out, absent, refused, moved) on the student list provided. These incomplete surveys were returned to the RHA contact along with all completed surveys.

Students placed their completed surveys in the classroom envelope that was sealed after the last student inserted their survey to protect confidentiality. Some schools chose to provide each student with an envelope into which they placed their completed survey prior to returning it to the teacher.

The school contact collected the completed surveys envelope and survey front pages envelope from each classroom teacher and returned them to the RHA contact.

Survey Scanning Process

The scanning of the surveys was a collaborative effort between the Interlake Eastern, Prairie Mountain and Northern RHAs and CancerCare Manitoba. Scanning took place in six locations across Manitoba (Winnipeg, Flin Flon, Eriksdale, Shoal Lake, Brandon and Roblin). The RHA contact bundled surveys by grade, by school and by school division and then sent them to one of the scanning locations.

Staff were hired and trained to complete the scanning of all surveys. At the scanning site scanners recorded surveys received (# by grade, by school, and by school division) and reviewed completed surveys for any handwritten notes that implied abuse, harming oneself or harming others, etc. Surveys with handwritten notes had the page with the notes photocopied and faxed to RHA contact for follow-up within the region. Surveys were then scanned into a database by grade and by school according to the established scanning protocol (See section on Data Edits). Kofax Ascent Capture V10 was used to capture the scanned survey responses. All original surveys were returned to the RHAs for storage. Each RHA will retain their completed surveys for a period of 7 years.

Scanning staff then transmitted raw school division survey data stored in a Microsoft Access Database to CCMB for data analysis, interpretation and report production. The databases were sent either electronically in a zipped, password-protected folder or on a password protected CD with passwords shared via the phone. The data is stored on a securer server at CCMB that requires clearance to access.

Data Edits

CancerCare Manitoba developed a scanning guide to ensure consistency and integrity of all scanned YHS surveys (see Appendix E for "Rules for scanning and validating Youth Health Surveys"). The purpose of this document was to provide general rules for scanning to ensure consistency between the various scanning locations. Included were rules describing how to handle multiple answers per question, blank questions and corrected responses as well as tips for recognizing suspicious survey responses. Hands-on training was provided for scanning staff in the CCMB's computer lab. CCMB staff were also available to answer questions as they arose during the scanning process.

When YHS databases were received at CCMB a review was conducted to ensure that key fields were entered correctly. Following is a list of verifications that were made:

1) RHA, school division and school names were correct and consistent throughout the database.
2) Survey ID numbers were within acceptable ranges and included the correct number of digits.

RHA's were asked to correct any errors that were detected by updating the fields and resubmitting the database. Where appropriate, the corrections were made in SAS as the databases were being imported. Programmers also used SAS to check responses for range and biological plausibility. Data deemed invalid were set to missing.

Specific Body Mass Index (BMI) Edits

BMI was calculated using *Height* and *Weight* in the following formula:

$$BMI = kg/m^2 = Weight\ (in\ kg)/[Height\ (in\ m)^2]$$

If *Height* or *Weight* were missing, BMI was set to 'no data'

BMI scores were then categorized into Underweight, Healthy Weight, Overweight or Obese. This variable was calculated using a table of cut-offs for each of these four categories by age and sex. This table was based on the World Health Organization (WHO) guidelines. Additionally, if age or sex was missing, BMI was set to 'no data' because the BMI percentiles for youth are based on age and sex.

Further edits were applied to height and weight to ensure that the results were biologically plausible. Height and weight were set to missing when an observation was outside the following plausible limits

- *Height: 3ft-7ft.5"(91cm-229cm)*
- *Weight: 58-500lbs (26-227kg).*

Suspicious Surveys

Scanners monitored for survey fatigue and "suspicious" surveys, by looking for surveys that were not completed or filled out with genuine responses. The survey numbers for these surveys were recorded in a log. Surveys were not scanned if they were returned with a large amount of scribbling or other markings indicating that it was not genuinely filled out.

Reporting

CancerCare Manitoba analyzed the YHS data and generated reports at the school, school division, and regional level using a standardized report template. Development of the report template was overseen by the YHS Knowledge Exchange Group. A consultant was hired to review the literature and update the first YHS report and to generate the new health topic sections for the YHS 2012/2013 report. This included updating/generating background information for each topic area as well as evidence based practices and resources for end-users. The template was then shared with several YHS stakeholders to ensure that the report would meet all YHS end-users needs. This included the topic area experts that were identified in the tool development phase, the YHS Implementation Team, the YHS Knowledge Exchange Team and Louis Riel School Division. These groups represented end-users from both health and education including health practitioners, teachers, government (health and education) and not for profit/community groups. Each group was asked to review the report and/or section that pertained to them to ensure that the literature and resources included were relevant and reflective of current practices and that data presented was useful and easy to understand. The input was gathered through several meetings/focus groups and the report template revised based on feedback.

The final report template was organized by health topic area with a summary of results at the beginning of the report (Quick Facts). Survey questions were presented alongside tables and graphs relating to each. In some cases, results were presented by grade and gender. Where possible, data from national or provincial surveys were presented as "benchmarks" for health behaviours. Following the results for each health topic area was an "Ideas for Action" section that included evidence-based/promising practices and links to resources. Each regional contact received the reports and added their RHA logo and contact information before distributing the school and school division reports.

In some cases, regions and school divisions were requested to group smaller schools together to avoid having to supress data in the reports (i.e., middle schools with feeder high schools, nearby communities together, etc.). (See Suppression Rules Section).

Data Sharing Agreements

CCMB has created a data repository for the YHS data. This data repository on Manitoba youth will contain aggregated data that can be available to communities, regions and other partners, to monitor changes and impacts on health status.

To facilitate the creation of the data repository and subsequent data sharing, CCMB and each RHA have reached an agreement called the "Youth Health Survey Data Sharing Agreement" (refer to Appendix F "Youth Health Survey Data Sharing Agreement"). These Data Sharing Agreements outline the terms and conditions of the data transfer from the RHAs to CCMB, the security, confidentiality and protection of privacy that CCMB will have in place to protect the data and how and when the data can be accessed and used.

Any requests to access the Data by a group or individual other than the RHA owning the data, including CCMB, shall be considered by the PPHL Data Access and Review Panel. The Data Access and Review Panel (DARP) is a working group of Partners in Planning for Healthy Living and has the responsibility for approving requests for access to and use of the YHS data. DARP is composed of representatives from PPHL members with an emphasis on representatives from the data owners (the RHAs).

Interested people must complete the *Manitoba Youth Health Survey Data Access Request Form* (see Appendix G for the "Manitoba YHS Data Access Request Form: Aggregate Data"). Individual DARP members review each application and then the entire Panel meets to discuss the application. DARP will only permit access to the data for research projects upon receipt of a specific research proposal approved by the applicable University Research Ethics Board and/or the Province of Manitoba Health Information Privacy Committee. If the application is successful the applicant must sign a *Manitoba Youth Health Survey Research Data Sharing Agreement* prior to the receipt of any data and must share final copies of presentations/ publications with DARP prior to their public release.

YHS data is available for use to community, government and university researchers seeking to carry out activities that will further enhance and advance our understanding of youth health and well-being in Manitoba. All data access requests will be considered in the spirit of respecting the needs and priorities of the communities that provided their information for study.

YHS Administrators Survey

The YHS Administrators Survey (YHS Admin Survey) was new to the 2012/2013 YHS. The purpose of the YHS Admin Survey is to collect additional information about the school environment in which students are immersed. The primary use of the data is for YHS secondary analysis to help further understand youth health and behaviours.

An ad-hoc working group was formed to develop the YHS Admin Survey. This working group used the Comprehensive School Health Framework from the Joint Consortium on School Health to help develop the survey tool. The survey asked questions on physical environment, health policies and practice, social environment, partnerships and services, and teaching and learning (See Appendix H for a copy of the YHS Admin Survey). A school administrator (principal, vice principal), student services staff member (counsellor) or the physical/health education teacher completed the survey on-line at approximately the same time as the YHS was administered to

the students at their school. The YHS Admin Survey was promoted through communications developed for the YHS and through conversations with the schools and school divisions in their regions. 147 schools completed the YHS Admin survey.

Report Interpretation Guide

The following section is focused on the specific analysis of the YHS data. It is intended to assist end-users in further understanding the data in their reports. Results were either presented as percentages of the total student responses for each question, or as a derived variable. A derived variable is one that uses multiple survey questions in order to calculate another variable. For example, BMI is derived using information from the height and weight questions in the survey.

Weighting and Comparison of Data

The YHS data is **not** weighted and therefore, comparing school, school division, regional or other combinations of YHS survey reports is not appropriate. The YHS data is only intended for internal use at the local level and not for the ranking or comparison of communities, school divisions and regions. It is also not appropriate to **directly** compare school, school division or regional reports to previous YHS reports because some questions have changed between implementations and different grade levels were involved in each cycle of the survey.

Suppression Rules

Suppression rules were drafted to protect the privacy of students in cases where only a small number of students answered any response category to a pre-determined set of sensitive questions. Results were suppressed when ≤ 6 students or $\leq 6\%$ of students answered in any one of the response categories for these questions. The resulting graph or table featured an “S” to indicate that the data has been suppressed, or was reported as "too small to report" in the text.

The following questions were deemed as sensitive:

- Q16 – Mental health continuum
- Q 7 & 8 – BMI – overweight and obese categories only
- Q 42 & 43 – Smoking status
- Q 47 & 48 – Use of other tobacco products
- Q49 – How students obtain cigarettes
- Q52 – Desire to stop smoking
- Q54 & 55 – Alcohol use
- Q 56 & 57 – Drug use
- Q 58 – 61 – Drinking/drug use while driving or riding in a car
- Q 64 – 75 – Sexual health (except for preferred sources of information)

Each report was reviewed individually and suppression rules applied to ensure that students’ privacy and confidentiality were maintained.

Missing Data

Each question had a certain amount of missing data (i.e., students who chose not to answer that question or answered illegibly). The results presented only included students who had a valid answer for the question being reported on. In cases where there was a large amount of missing data (≥10%) a footnote was included in the graph or text to reflect this.

Data Analysis

The results for each question represent the percentage of students answering for each of the response categories of that question. In some cases, response categories were combined due to small numbers or for easier interpretation (e.g., combination of strongly agree/agree or strongly disagree/disagree). This is noted throughout the analysis guide.

The numerator represents the number of students who answered a particular response category for a question. The denominator is the total number of students who answered that question. For example, if 100 students answered the question about what grade they were in and 20 of them indicated that they were in Grade 7, then the report would show that 20% of students were in Grade 7. Only valid responses were counted in the denominator. (i.e., students with missing responses or who had their answers deemed as invalid were excluded). The results were presented in the tables, graphs and text throughout the YHS reports. The following pages include the calculations used for each question in the survey with the exception of the Physical and Health/Education Curriculum questions. These questions were not included in the school or school division reports as they were only intended for use in the evaluation of the Grade 11 and 12 Active Healthy Lifestyles: Physical/Health Education Curriculum.

Note: Question numbers follow that of survey version "B" (i.e., with sexual health) and are presented in the order that they appeared in the actual survey as opposed to the order they appeared in the feedback reports.

Analysis Guide

About You

Q_1. The name of my school is: Q_1 was used to group schools.
Q_2. The name of my home community is: Not used in report generation as all analysis was done by school (not community). Intended for use in YHS secondary analysis.
Q_3. What grade are you in? A. 7 B. 8 C. 9 D. 10 E. 11

F. 12

Graph: Grade Level of Students

Collapsed categories: None

The following calculation was repeated for those who answered B, C, D, E, or F for Q_3

Example: Percentage of students in grade 7
Numerator: Students who answered A
Denominator: Total # of students who answered Q_3

Q_4. How old are you today?
A. 11 or younger
B. 12
C. 13
D. 14
E. 15
F. 16
G. 17
H. 18
I. 19 or older

Graph: Student Age

Collapsed categories:
1) A & B
2) H & I

Example: Percentage of students age 12 or younger
Numerator: Students who answered A or B for Q_4
Denominator: Total # of students who answered Q_4

Q_5. Are you:
A. Male
B. Female

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students of students who are male
Numerator: Students who answered A for Q_5
Denominator: Total # of students who answered Q_5

Q_6. How long have you lived in Canada?
A. All of my life
B. Less than 1 year
C. 1 to 2 years

D. D. 3 to 5 years
E. 6 or more years

Graph: Number of Year Lived in Canada

Collapsed categories:
1) A, C & D

Example: Percentage of students who have lived in Canada all of their lives
Numerator: Students who answered A for Q_6
Denominator: Total # of students who answered Q_6

Q_7. Without my shoes on, I believe my weight is:

*Weight was considered valid between 58-500lbs (26-227kg). If student filled in both lbs and kgs, priority was given to kgs.

Q_7 was converted to kilograms and used as a variable to calculate BMI.

Q_8. Without my shoes on, I think I am this tall:

*Height was considered valid if it was between 3ft-7ft.5"(91cm-229cm). If a student filled in both ft/inches and cm, priority was given to ft/inches.

Q_8 was converted to metres and used as a variable to calculate BMI.

Derived Variable- Body Mass Index (BMI)

$$BMI = kg/m^2 = Q_8/[Q_7^2]$$

In order to be assigned to a BMI category, students needed to have a valid response to <u>all</u> of the following questions:
1) Q_5 - Gender
2) Q_4 - Age
3) Q_7 - Weight
4) Q_8 - Height

The 2000 Centre for Disease Control and Prevention BMI-for-age growth charts for boys and girls were used to classifying students as: (Kuczmarski et al, 2000).
Underweight = Less than the 5th percentile
Healthy weight = 5th percentile to less than the 85th percentile
Overweight = 85th to less than the 95th percentile
Obese = Equal to or greater than the 95th percentile

<u>Overall BMI of Students</u>

Graph: Results presented as text

Collapsed categories:
1) Overweight & Obese

Example: Percentage of students who are overweight/obese
Numerator: Number of overweight/obese students
Denominator: Total # of students with a valid response to each of Q's 4, 5, 7 & 8

BMI by Gender

Graph: Body Mass Index

Collapsed categories:
1) Overweight & Obese

Example: Percentage of male students who were overweight/obese
Numerators: Students who answered A (male) for Q_5 and were overweight/obese
Denominator: Total # of students who answered A for Q_5 and had a valid response to each of Q's 4, 7 & 8

BMI by Grade

Graph: Body Mass Index

Collapsed categories:
1) Overweight & Obese

Example: Percentage of grade 7 and 8 students per BMI category
Numerator: Students who answered A or B for Q_3 (grade 7 or 8) and were overweight/obese
Denominator: Total # of students who answered A or B for for Q_3 and had a valid response to each of Q's 4, 5, 7 & 8

Perceptions of Mental Health and Well-being

Q_9. In general, how do you describe your health?
A. Excellent
B. Very Good
C. Good
D. Fair
E. Poor

Graph: Perception of Health

Collapsed categories:
1) A & B
2) C & D

Example: Percentage of students who describe their health as poor

Numerator: Students who answered E for Q_9
Denominator: Total # of students who answered Q_9

Q_10. Do you consider yourself:
A. Overweight?
B. About the right weight?
C. Underweight?

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who consider themselves overweight
Numerator: Students who answered A for Q_10
Denominator: Total # of students who answered Q_10

By Gender
Graph: Perception of Body Weight by Gender

Collapsed categories: None

Example: Percentage of males who consider themselves overweight
Numerator: Students who answered A for Q_10 and A for Q_5 (male)
Denominator: Total # of students who answered Q_10 and A for Q_5 (male)

By Grade
Graph: Perception of Body Weight by Grade

Collapsed categories: None

Example: Percentage of grade 7 & 8 students who consider themselves overweight
Numerator: Students who answered A for Q_10 and A or B for Q_3 (grade 7 or 8)
Denominator: Total # of students who answered Q_10 and A or B for Q_3 (grade 7 or 8)

Q_11. Do you have a part-time job outside of school hours? (babysitting, restaurant, etc.)
A. Yes- I work under 15 hours per week
B. Yes- I work 15 or more hours per week
C. No

Graph: Number of Work Hours Outside of School

Collapsed categories: None

Example: Percentage of students who work less than 15hrs per week
Numerator: Students who answered A for Q_11
Denominator: Total # of students who answered Q_11

Q_12. How often do you take part in unpaid volunteer activities/work?
A. Never

B. Once a year
C. Once a month
D. Once a week
E. Daily

Graph: Volunteering

Collapsed categories: None

Example: The percentage of students who never volunteer
Numerator: Students who answered A for Q_12
Denominator: Total # of students who answered Q_12

Q_13. What kinds of volunteer activities have you participated in? **Choose all that apply**.
A. I do not volunteer
B. Activities at school (yearbook committee, student council, etc.)
C. Support a cause (food bank, environment group, etc.)
D. Fundraising (charity, school trips, etc.)
E. Helping in the community (hospital volunteering, etc.)
F. Doing another volunteer activity without pay

Graph: Volunteer Activities

Collapsed categories: None

Example: The percentage of students who participate in activities at school
Numerator: Students who answered B for Q_13
Denominator: Total # of students who answered B, C, D, E and/or F to Q_13

Note: Denominator excludes those who reported not volunteering (A)

Q_14. Do you agree with each of the following statements?
Q_14a. I feel close to people at this school
Q_14b. I feel I am part of this school
Q_14c. I am happy to be at this school
Q_14d. I feel safe at my school
Q_14e. I feel safe in my community
Q_14f. I feel safe in my home
Q_14g. I have at least 1 close friend that I can share things with
Q_14h. I feel my family supports me
Q_14i. I feel involved in my community

Response options:
A. Agree
B. Disagree

Graph: Results presented in table format

Collapsed categories: None

Example: Percentage of students who feel close to people at their school
Numerator: Students who answered A for Q_14a
Denominator: Total # of students who answered Q_14a

Example: Percentage of students who do not feel close to people at their school
Numerator: Students who answered B for Q_14a
Denominator: Total # of students who answered Q_14a

Q_15. Do you agree with each of the following statements?
- Q_15a. At my school adults care about people my age
- Q_15b. At my school, there is an adult who I trust
- Q_15c. If I need help, I believe a counselor or other adult could help me
- Q_15d. If I need help, I would talk to a counselor or other adult

Response options:
- A. Agree
- B. Disagree

Graph: Results presented in table format

Collapsed categories: None

Example: Percentage of students who feel that adults at their school care about people their age
Numerator: Students who answered A for Q_15a
Denominator: Total # of students who answered Q_15a

Example: Percentage of students who feel that adults at their school do not care about people their age
Numerator: Students who answered B for Q_15a
Denominator: Total # of students who answered Q_15a

Q_16. During the past month (30 days) how often did you feel...
- Q_16a. Happy
- Q_16b. Interested in life
- Q_16c. Satisfied with life
- Q_16d. That you had something important to contribute to society
- Q_16e. That you belonged to a community (like a social group, your school or neighbourhood)
- Q_16f. That our society is becoming a better place for people like you
- Q_16g. That people are basically good
- Q_16h. That the way our society works makes sense to you
- Q_16i. That you liked most parts of your personality
- Q_16j. Good at managing the responsibilities of your daily life
- Q_16k. That you had warm and trusting relationships with others
- Q_16l. That you had experiences that challenged you to grow and become a better person
- Q_16m. Confident to think or express your own ideas or opinions
- Q_16n. That your life has a sense of direction or meaning to it

Response options:
- A. Never

B. Once a week
C. About twice a week
D. 2 or 3 times a week
E. Almost everyday
F. Everyday

Students' answers were analyzed using the Keyes Mental Health Continuum to categorize children into three categories of mental health. The first three statements (a, b, c) represent emotional wellbeing. The next six statements (d through i) represent psychological and social wellbeing (Keyes, 2006; Keyes, 2009). Student responses were categorized as follows to determine mental health status.

(1) Flourishing: (respond 'every day' or 'almost every day' to one of the first three statements and to at least six of the remaining eleven statements)

Flourishing is defined as being filled with positive emotion and functioning well psychologically (i.e have self-acceptance, positive relationships, personal growth, purpose in life, and environmental mastery and autonomy) and socially (see society as meaningful and understandable, see society as possessing the potential for growth, when they feel they belong to and are accepted by their communities, and see themselves as contributing to society).

(2) Languishing: (respond 'never' or 'once or twice' to one of the first three statements and at least six of the remaining eleven statements)

Languishing is defined as possessing low level of well-being and may be conceived as a life of emptiness and stagnation, constituting of quiet despair that parallels accounts of individuals who describe themselves and life as "a shell", and "a void", "hollow", "empty".

(3) Moderate: (are neither flourishing nor languishing)

<u>Overall</u>
Graph: Results presented in the text

Collapsed categories: None

Example: Percentage of students who have flourishing mental health
Numerator: Students who have flourishing mental health
Denominator: Total # of students placed into one of the three mental health categories (flourishing, languishing or moderate)

<u>By Gender</u>
Graph: Metal Health Continuum by Gender

Collapsed categories: None

Example: Percentage of male students with flourishing mental health
Numerator: Number of students with flourishing mental health who also answered A (male) for Q_5
Denominator: Number of students categorized flourishing, moderate, and languishing and answered A (male) for Q_5

Q_17. During the **past 12 months**, did you ever feel so sad or hopeless that you stopped doing some usual activities for a while?

A. Yes
B. No

Graph: Feelings of Hopelessness

Collapsed categories: None

Example: The percentage of students who felt sad or hopeless in the past 12 months.
Numerator: Students who answered A for Q_17
Denominator: Total # of students who answered Q_17

Q_18. On an average **school** night (Sunday to Thursday), how many hours of sleep do you get?

A. 4 or less hours
B. 5 hours
C. 6 hours
D. 7 hours
E. 8 hours
F. 9 hours
G. 10 or more hours

Graph: Amount of Sleep on an Average School Night and Weekend Night

Collapsed categories:

1) A & B
2) C, D & E
3) F & G

Example: Percentage of students who get 5hrs or less of sleep on a n average school night
Numerator: Students who answered A or B for Q_18
Denominator: Total # of students who answered Q_18

Q_19. On an average **weekend** night (Friday or Saturday), how many hours of sleep do you get?

A. 4 or less hours
B. 5 hours
C. 6 hours
D. 7 hours
E. 8 hours
F. 9 hours
G. 10 or more hours

Graph: Amount of Sleep on an Average School Night and Weekend Night

Collapsed categories:

1) A & B
2) C, D & E
3) F & G

Example: Percentage of students who get 5hrs or less of sleep on an average weekend night
Numerator: Students who answered A or B for Q_19
Denominator: Total # of students who answered Q_19

Q_20. How often do you have trouble going to sleep or staying asleep?
A. Never
B. Rarely
C. Often
D. Always

Graph: Results are presented as text

Collapsed categories:
1) C & D

Example: Percentage of students who often/always have trouble going to sleep or staying asleep
Numerator: Students who answered C or D for Q_20
Denominator: Total # of students who answered Q_20

Q_21. How often do you find it difficult to stay awake during class or at school?
A. Never
B. Rarely
C. Often
D. Always

Graph: Results are presented as text

Collapsed categories:
1) C & D

Example: Percentage of students who often/always find it difficult to stay awake during class or at school
Numerator: Students who answered C or D for Q_21
Denominator: Total # of students who answered Q_21

Physical Activity

Q_22. How Physically active are you at the following times?
Q_22a. Before school
Q_22b. Recess/Spare
Q_22c. Lunch
Q_22d. After school

Response options:
A. Active
B. Somewhat active
C. Inactive
D. Does not apply

Graph: Time of Day When Students are Active

Collapsed categories: None

Example: Percentage of students who were active before school
Numerator: Students who answered A to Q_22a
Denominator: Total # of students who answered Q_22a

Q_23. Your closest friends are the friends you like to spend the most time with. How many of your 5 closest friends are physically active?

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5

Graph: Results are presented as text

Collapsed categories:
1) D, E & F

Example: The percentage of students who have 3 or more close friends that are physically active
Numerator: Students who answered D, E, or F for Q_23
Denominator: Total # of students who answered Q_23

Q_24. In the **past month** (30 days), how often did you participate in before school, lunch-time or after-school physical activities **organized by your school** (e.g., intra-murals, dance club, school team sports)?

A. Never
B. Less than once a week
C. 1-3 times per week
D. 4 or more times per week

<u>Overall</u>
Graph: Results are presented as text

Collapsed categories:
1) B, C & D

Example: The percentage of students who in the past month participated in before school, lunch time or after-school physical organized by their school
Numerator: Students who answered B, C or D for Q_24
Denominator: Total # of students who answered Q_24

<u>By Gender</u>
Graph: Participation in Physical Activity One or More Times per Week

Collapsed categories:
1) C & D

Example: The percentage of female students who in the past month participated in before school, lunch time or after-school physical organized by their school one or more times per week

Numerator: Students who answered C or D for Q_24 and B (female) for Q_5

Denominator: Total # of students who answered Q_24 and B (female) for Q_5

Q_25. In the **past month** (30 days), how often did you participate in physical activities **organized outside** of your school with a coach (e.g., hockey, soccer, figure skating, dance, etc.)?

A. Never
B. Less than once a week
C. 1-3 times per week
D. 4 or more times per week

Overall

Graph: Results are presented as text

Collapsed categories:

1) B, C & D

Example: The percentage of students who in the past month participated in physical activity organized outside their school with a coach.

Numerator: Students who answered B, C or D for Q_25

Denominator: Total # of students who answered Q_25

By Gender

Graph: Participation in Physical Activity One or More Times per Week

Collapsed categories:

1) C & D

Example: The percentage of female students who in the past month participated in physical activity organized outside their school with a coach one or more times per week

Numerator: Students who answered C or D for Q_25 and B (female) for Q_5

Denominator: Total # of students who answered Q_25 and B (female) for Q_5

Q_26. In the **past month** (30 days), how often have you played sports or been physically active **without** a coach or instructor present (e.g., biking, skateboarding, skipping, hiking, road hockey, etc.)?

A. Never
B. Less than once a week
C. 1-3 times per week
D. 4 or more times a week

Overall

Graph: Results are presented as text

Collapsed categories:

1) B, C & D

*Example: The percentage of students who in the past month have played sports or been physically active **without** a coach or instructor present*

Numerator: Students who answered B, C or D for Q_26
Denominator: Total # of students who answered Q_26

By Gender
Graph: Participation in Physical Activity One or More Times per Week

Collapsed categories:
1) C & D

*Example: The percentage of female students who in the past month have played sports or been physically active **without** a coach or instructor present one or more times per week*
Numerator: Students who answered C or D for Q_26 and B (female) for Q_5
Denominator: Total # of students who answered Q_26 and B (female) for Q_5

Q_27. In a typical **week**, how many days did you partly or fully actively travel to or from school? (e.g., walking, biking, skateboarding)?
A. None
B. 1 day
C. 2 days
D. 3 days
E. 4 days
F. 5 days

Graph: Number of Days Students Actively Get To and From School

Collapsed categories:
1) B & C
2) D & E

Example: Percentage of students who in a typical week do not partly or fully actively travel to or from school
Numerator: Students who answered A for Q_27
Denominator: Total # of students who answered Q_27

Q_28. In a typical **week**, how often is your parent/caregiver physically active **(outside of work)**? This can include walking, running, going to the gym, doing yard work, etc.
A. Never
B. Rarely
C. Often
D. I don't know

Graph: Results are presented as text

Collapsed categories:
1) A & B

Example: Percentage of parent/caregiver who are never/rarely physically active (outside of work)
Numerator: Students who answered A or B for Q_28
Denominator: Total # of students who answered Q_28

Q_29. Mark how many minutes of hard/vigorous physical activity you did for each day last week. Include activities that lasted for at least 15minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time

*Student responses to Q_29 were used to calculate physical activity level

Q_30. What stops you from being more physically active? **Choose all that apply**.

A. I believe I am active enough
B. I do not like being physically active
C. The activities available do not interest me
D. I do not think physical activity is important
E. It costs too much
F. It's hard to find time to be physically active
G. I do not have a place to be active
H. It's not safe to be active in my neighbourhood
I. It's hard to get to activities
J. My friends are not active
K. My family is not active
L. Medical reasons
M. Other responsibilities (e.g., work, family, etc.)

Graph: Results are presented as text

Collapsed categories: None

The percentages for each response were ranked and the four highest rankings reported.

Example: Percentage of students who do not like being physically active
Numerator: Students who answered B for Q_30
Denominator: Total # of students who answered Q_30

Q_31. Mark how many minutes of moderate physical activity you did for each day last week. Include activities that lasted for at least 15minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time.

*Student responses to Q_31 were used to calculate physical activity level

Student Physical Activity Level- Derived variable using Q_29 & Q_31

Physical activity is measured in average daily Metabolic Equivalents (METs), which is an indicator of the average intensity of a student's daily physical activity.

- Moderate intensity physical activity (eg. walking, biking and recreational swimming) burns 3 to 6 METs
- Vigorous intensity physical activity (eg. jogging, team sports, fast dancing, jump rope) burns more than 6 METs

Average Daily METs = [(# of Vigorous hours x 6METs) + (# of Moderate hrs x 3METs)] / 7days

- **Inactive** - Average Daily METs are less than 3
- **Moderately active** - Average Daily METs range from 3 to 8
- **Active** - Average Daily METs are greater than 8

Overall
Graph: Results presented as text

Collapsed categories: None

Example: Percentage of inactive Students
Numerator: Inactive students
Denominator: Total number of students placed in the three categories of activity using Q_29 and/or _31 (inactive, moderately active or active)

By Grade
Graph: Physical Activity Rate by Grade

Collapsed categories: None

Example: Percentage of inactive students in gr. 7 & 8
Numerator: Inactive students and who answered A or B for Q_3
Denominator: Inactive, moderately active, and active students who answered A or B (grade 7 & 8) for Q_3

Q_32. What helps you be physically active or choose to be physically active? **Choose all that apply**.

A. I am not physically active
B. Family support
C. Friend support
D. School programs
E. Community programs
F. Sport Manitoba funding
G. Desire to be fit and healthy
H. Desire to look a certain way

Graph: Results are presented as text

Collapsed categories: None

The percentages for each response were ranked and the four highest rankings reported.

Example: Percentage of students who feel that family support helps them be active.
Numerator: Students who answered B for Q_32
Denominator: Total # of students that answered Q_32

Sun Exposure

Q_ 33. When you are outside for more than 30 minutes on a sunny day, how often do you seek shade, cover up or wear sunscreen with an SPF of 15 or higher?

A. Never
B. Rarely
C. Often
D. Always

Graph: Use of Sun/UV protection by Gender

Collapsed categories:

1) A & B

Example: Percentage of students who never/rarely seek shade, cover up or wear sunscreen with an SPF of 15 or higher

Numerator: Students who answered A or B for Q_33
Denominator: Total # of students that answered Q_33

Q_34. Have you ever used any artificial tanning equipment such as a tanning bed, sunlamp or tanning light?

A. Yes
B. No

Graph: Use of Indoor Tanning Equipment by Gender

Collapsed categories: None

Example: Percentage of females who have used any artificial tanning equipment

Numerator: Students who answered A for Q_34 and B for Q_5 (female)
Denominator: Total # of students that answered Q_33 and B for Q_5 (female)

Screen Time

Q_35. In a typical week, mark how many hours **(outside of school)** you spend in front of a screen, for example, watching tv/movies, playing video/computer games, chatting, text messaging and surfing the internet (e.g., Facebook, Twitter, etc).

Graph: Results presented as text

<u>Screen Time Derived Variable</u>

Calculation of screen time variable (in hours):

1) Average # of screen time hours on weekdays (Monday + Tuesday +Wednesday + Thursday)/ 4
2) Average # of screen time hours on weekends (Friday + Saturday + Sunday) / 3

Collapsed categories:

1) >2 screen time hours on weekdays (on average)
2) >2 screen time hours on weekends (on average)

Eating

Q_36. Yesterday, how many times did you eat or drink the following:

- Q_36 a. 100% fruit juice
- Q_36 b. Fruit (not counting fruit juice)
- Q_36 c. Green salad
- Q_36 d. Carrots
- Q_36 e. Potatoes (not including french fries or potato chips)
- Q_36 f. Other vegetables (not counting carrots, potatoes or salad)
- Q_36 g. Whole grains (e.g. whole grain bread, pasta, cereal or brown rice)
- Q_36 h. Cheese/yogurt
- Q_36 i. Meat or fish (not fried), eggs, nuts, meat alternatives
- Q_36 j. Salty or sugary snacks (e.g. potato chips, granola bars, chocolate or cookies)
- Q_36 k. Fast food (e.g. hot dogs, hamburgers, fries, pizza or chicken nuggets)
- Q_36 l. Water
- Q_36 m. Milk (white, chocolate or soy)
- Q_36 n. Pop/soda (non diet), slurpees, slushies
- Q_36 o. Diet Pop/soda
- Q_36 p. Sports drinks (Gatorade, etc.)
- Q_36 q. Energy drinks (Red Bull, etc.)
- Q_36 r. Coffee/lattes/iced coffee
- Q_36 s. Creatine/other supplements
- Q_36 t. Meal replacement bars or shakes (Vector, Powerbars)

Response options:

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8+

Fruit and Vegetables-Derived Variable

Student answers from Q_36a-Q_36f were used to calculate total fruit and vegetables consumption per day.

# of times a student consumed fruit and vegetables yesterday= Q_36a + Q_36b + Q_36c + Q_36d + Q_36e + Q_36f

Collapsed categories:

1) 2 times or less per day
2) 3-6 times per day
3) 7 or more times per day

Daily Fruit and Vegetable Consumption

Graph: Daily Fruits and Vegetables Consumption

Example: Percentage of students who consume fruit and vegetables 2 times or less per day

Numerator: Students who consumed fruit and vegetables 2 times or less per day

Denominator: Total # of students who answered at least one of Q_36a-Q_36f

Daily Fruit and Vegetable Consumption by Gender

Graph: Daily Fruits and Vegetables Consumption by Gender

Example: Percentage of female students who consume fruit and vegetables 2 times or less per day

Numerator: Students who consumed fruits and vegetables 2 times or less per day and answered B for Q_5 (female)

Denominator: Total # of students who answered at least one of Q_36a-Q_36f and B for Q_5 (female)

Whole grains

Graph: Reported as text

Collapsed categories:

1) 3 or more times per day

Example: Percentage of students who ate whole grains 3 or more times per day

Numerator: Students who answered D, E, F, G, H or I to Q_36g

Denominator: Total # of students who answered Q_36g

Milk

Graph: Reported as text

Collapsed categories:

1) Less than 3 times per day
2) 3-4 times per day
3) More than 4 times per day

Example: Percentage of students who consumed milk (white, chocolate or soy) 3-4 times per day

Numerator: Students who answered D or E for Q_36m

Denominator: Total # of students who answered

Dairy- Derived Variable

Student answers from Q_36h and Q_36m were used to calculate dairy consumption per day.

times a student consumed dairy yesterday= Q_36h + Q_36m

Graph: Reported as text by gender

Collapsed categories:

1) 3 or more times per day

Example: Percentage of female students who consumed dairy 3 times or more times per day

Numerator: Students consumed dairy 3 or more times per day and answered B for Q_5 (female)

Denominator: Total # of students who answered at least one of Q_36h or Q_36m and B for Q_5 (female)

Salty/Sugary Snacks

Graph: Daily Consumption of Salty/Sugary Snack and Fast Food

Collapsed categories:

1) 2 times or less per day
2) 3-6 times per day
3) 7 or more times per day

Example: Percentage of students who ate salty food 2 times or less per day

Numerator: Students who answered A, B, or C for Q_36j
Denominator: Total # of students who answered Q_36j

Fast Food

Graph: Daily Consumption of Salty/Sugary Snack and Fast Food

Collapsed categories:

1) 2 times or less per day
2) 3-6 times per day
3) 7 or more times per day

Example: Percentage of students who ate fast food 2 times or less per day

Numerator: Students who answered A, B, or C for Q_36k
Denominator: Total # of students who answered Q_36k

Drinks

Graph: Drink Consumption (includes student answers from Q36_a & Q36_l through Q36_r)

Collapsed categories:

1) 2 times or less per day
2) 3-6 times per day
3) 7 or more times per day

Example: Percentage of students who consumed 100% fruit juice less than three times

Numerator: Students who answered A, B or C for Q_36a
Denominator: Total # of students who answered Q_36a

Creatine/other supplements

Graph: Reported as text

Collapsed categories:

1) At least once per day

Example: Percentage of students who consume creatine or other supplements at least once per day

Numerator: Students who answered B, C, D, E, F, G, H or I to Q_36s
Denominator: Total # of students who answered Q_36s

Meal replacement bars or shakes

Graph: Reported as text

Collapsed categories:

1) At least once per day

Example: Percentage of students who consume a meal replacement bar or shake at least once per day
Numerator: Students who answered B, C, D, E, F, G, H or I for Q_36t
Denominator: Total # of students who answered Q_36t

Q_37. Where do you usually eat breakfast?

A. At home
B. At school
C. I do not usually eat breakfast

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who do not usually eat breakfast
Numerator: Students who answered C for Q_37
Denominator: Total # of students who answered Q_37

Example: Percentage of students who eat their breakfast at home
Numerator: Students who answered C for Q_37
Denominator: Total # of students who answered A or B for Q_37

Note: Denominator in 2nd example excludes those who answered C for Q_37 (ie those that do not eat breakfast)

Q_38. What is the main reason you do not eat breakfast?

A. I do eat breakfast
B. I do not have time for breakfast
C. I cannot eat early in the morning
D. There is not always enough food in my home

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who do not have time for breakfast
Numerator: Students who answered B for Q_38
Denominator: Students who answered B, C, or D for Q_38

Note: Denominator in example excludes those who answered A for Q_38 (ie those that do eat breakfast)

Q_39. For lunch on school days do you: **(Choose all that apply).**

A. Bring lunch from home
B. Eat lunch at home
C. Buy lunch at the school cafeteria/canteen
D. Eat at a fast food restaurant or store
E. Don't eat lunch
F. My school provides lunch

Graph: Lunch Habits

Collapsed categories: None

Example: Percentage of students that bring lunch from home
Numerator: Students who answered A for Q_39
Denominator: Total # of students that answered any one of A, B, C, D, E, or F for Q_39

Q_40. How often do you eat dinner (the evening meal) with the people you live with?
A. Never
B. Rarely
C. Often
D. Always

Graph: Reported as text

Collapsed categories:
1) C & D

Example: Percentage of students who often or always eat dinner with the people they live with
Numerator: Students who answered C or D for Q_40
Denominator: Total # of students that answered Q_40

Tobacco Use

Q_41. Have you ever tried smoking a cigarette, even just a few puffs?
A. Yes
B. No
*This question was not analyzed and not reported

Q_42. Have you smoked 100 or more whole cigarettes in your entire life?
A. Yes
B. No

Q_42 was used to calculate smoking status

Q_43. During the **past month** (30 days), did you smoke a cigarette, even just a few puffs?
A. Yes, every day
B. Yes, almost every day
C. Yes, some days
D. No

Q_43 was used to calculate smoking status

Smoking Status-Derived Variable
Q_42 and Q_43 were used to define occasional, daily smokers and non smokers

Students were defined as non-smokers if they answered either:

- B for Q_42 and D for Q_43 or
- B for Q_42 and missing for Q_43 or
- Missing Q_42 and D for Q_43

Students were defined as occasional smokers if they answered either:

- A for Q_42 or
- C for Q_43

Students were defined as daily smokers if they answered either:

- A for Q_43 or
- B for Q_43

Current smokers = Daily smokers + Occasional smokers

Smoking by Grade

Graph: Student Smoking Status by Grade

Collapsed categories: None. Reported only grade 9-12 results

Example: Percentage of students who are current smokers in grade 9

Numerator: Students defined as current smokers and answered C for Q_3

Denominator: Total # of students defined as current and non-smoking students who answered C (Grade 9) for Q_3

Smoking by Gender

Graph: Student Smoking Status by Gender

Collapsed categories: None

Example: Percentage of female students who are current smokers

Numerator: Students defined as current smokers and answered B (female) for Q_5

Denominator: Total # of students defined as current and non-smoking students who answered B (female) for Q_5

Q_44. At any time during the next year do you think you will smoke a cigarette?

A. Definitely yes
B. Probably yes
C. Probably not
D. Definitely not

Q_44 was used to calculate smoking susceptibility

Q_45. Do you think in the future you might try smoking cigarettes?

A. Definitely yes
B. Probably yes
C. Probably not
D. Definitely not

Q_45 was used to calculate smoking susceptibility

Q_46. If one of your best friends was to offer you a cigarette would you smoke it?

A. Definitely yes
B. Probably yes
C. Probably not
D. Definitely not

Q_46 was used to calculate smoking susceptibility

Susceptibility to Smoking- Derived Variable

Q_44, Q_45 and Q_46 were used to calculate student Smoking Susceptibility

Non- Susceptible
Students were defined as non-susceptible to smoking if they answered D for each of Q_44, Q_45 and Q_46

Susceptible
Students were defined as susceptible to smoking if they answered A, B, or C, to any of Q_44, Q_45 and Q_46

*If any of Q_44, Q_45 or Q_46 was blank susceptibility was set to missing

Smoking Susceptibility of all students
Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who were susceptible to smoking
Numerator: Students defined as susceptible
Denominator: Total # of students who were defined as susceptible and non-susceptible

Non-smokers susceptibility to smoking
Graph: Reported as text

Collapsed categories: None

Example: Percentage of students categorized as non-smokers and susceptible to future smoking
Numerator: Students defined as non-smokers and susceptible to smoking
Denominator: Total # of students defined as non-smokers

Non-smokers susceptibility to smoking by gender
Graph: Susceptibility to Smoking Amongst Non-Smokers by Gender

Collapsed categories: None

Example: Percentage of female students who are non-smokers and susceptible to smoking
Numerator: Students defined as non-smokers and susceptible to smoking and who answered B (female) for Q_5

Denominator: Total # of students defined as non-smokers and who answered B (female) for Q_5

Q_47. During the **past month** (30 days), did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

A. Yes, every day
B. Yes, almost every day
C. Yes, some
D. No

Graph: Reported as text

Collapsed categories:

1) A, B & C

Example: Percentage of students who used smokeless tobacco (chewing tobacco, snuff or dip) in the past month

Numerator: Students who answered A, B, or C for Q_47
Denominator: Total # of students who answered Q_47

Q_48. During the **past month** (30 days), did you smoke cigars, cigarillos, or little cigars?

A. Yes, every day
B. Yes, almost every day
C. Yes, some
D. No

Graph: Reported as text

Collapsed categories:

1) A, B & C

Example: Percentage of students who smoked cigars or cigarillos within the last month

Numerator: Students who answered A, B, or C for Q_48
Denominator: Total # of students who answered Q_48

Q_49. Where do you usually get your cigarettes? **Choose all that apply.**

A. I do not smoke
B. I buy them myself at a store
C. I buy them from a friend or someone else
D. I ask someone to buy them for me
E. My brother or sister gives them to me
F. My parent or caregiver gives them to me
G. A friend or someone else gives them to me
H. I take them from my mother, father or siblings

Graph: How Students Obtain Cigarettes

Collapsed categories: None

Example: Percentage of students who smoke and buy cigarettes at the store

Numerator: Students who answered B for Q_49
Denominator: Students who answered B, C, D, E, F, G and/or H to Q_49

Note: Denominator excludes students who answered A to Q_49 (I do not smoke)

Q_50. How often are you exposed to second hand smoke?

A. Every day
B. Almost every day
C. About once a week
D. About once a month
E. Less than once a month
F. Never

Graph: Student Exposure to Second Hand Smoke

Collapsed categories:

1) A & B
2) E & F

Example: Percentage of students who are exposed to second hand smoke everyday/almost everyday
Numerator: Students who answered A or B for Q_50
Denominator: Total # of students who answered Q_50

Q_51. During the **past month** (30 days), were you exposed to second hand smoke…

Q_51a. In your home?
Q_51b. On school grounds?
Q_51c. While at work?
Q_51d. In a vehicle?
Q_51e. In public?

Response options:

A. Yes
B. No
C. Don't work (for Q_51c only)

Graph: Where Students are Exposed to Second Hand Smoke

Example: Percentage of students who are exposed to second hand smoke at home
Numerator: Students who answered A for Q_51a
Denominator: Total # of students who answered A or B for Q_51a

Q_52. Do you want to stop your use of tobacco?

A. I have never used tobacco
B. I have already stopped (for at least the last month)
C. Yes, within a month
D. Yes, within 6 months
E. Yes, but I am not sure when
F. No, I do not want to stop

Graph: Desire to Stop Using Tobacco

Collapsed categories
1) C & D

Example: Percentage of students who have already stopped using tobacco
Numerator: Students who answered B for Q_52
Denominator: Total # of students who answered B, C, D, E or F for Q_52

Note: Denominator excludes students who answered A for Q_52 (ie students who have never used tobacco)

Q_53. If students are caught breaking the smoking rules at this school, do they get into trouble?
A. Yes
B. No
C. I don't know

Graph: Enforcement of Smoking Rules

Collapsed categories: None

Example: Percentage of students who think that if students are caught breaking the smoking rules at their school they get into trouble
Numerator: Students who answered A for Q_53
Denominator: Total # of students who answered Q_53

Alcohol and Drug Use

54. During the **past month** (30 days), on how many days did you have at least one drink of alcohol? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)
A. I have never drank alcohol
B. I have drank alcohol, but not in the past month
C. 1 or 2 days
D. 3 to 5 days
E. 6 to 9 days
F. 10 or more days

Overall
Graph: Reported as text

Collapsed categories:
1) B, C, D, E & F
2) C, D, E & F
3) E & F

Example: Percentage of students who had a least one drink of alcohol in their lifetime
Numerator: Students who answered B, C, D, E or F for Q_54
Denominator: Total # of students who answered Q_54

Example: Percentage of students who consumed alcohol in the past month and drank alcohol on six or more days.

Numerator: Students who answered E or F for Q_54

Denominator: Total # of students who answered C, D, E or F for Q_54

By Grade

Graph: Reported as text

Collapsed categories:

1) C, D, E & F

Example: Percentage of Grade 9-10 students who consumed alcohol in the past month

Numerator: Students who answered C, D, E or F for Q_54 and C or D (grade 9 or 10) for Q_3

Denominator: Students who answered Q_54 and C or D (grade 9 or 10) for Q_3

Q_55. During the **past month** (30 days), on how many days did you have five (5) or more drinks of alcohol within a couple of hours? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)

A. I have never drank alcohol
B. I have drank alcohol, but not in the past month
C. 1 or 2 days
D. 3 to 5 days
E. 6 to 9 days
F. 10 or more days

Overall

Graph: Reported as text

Collapsed categories:

1) C, D, E & F

Example: Percentage of students who consumed five or more drinks of alcohol within a couple hours on at least one day in the past month

Numerator: Students who answered C, D, E or F for Q_55

Denominator: Total # of students who answered Q_55

By Grade

Graph: Binge Drinking in the Past Month by Grade (reported only for grade 9-12)

Collapsed categories

1) C, D, E & F

Example: Percentage of Grade 9-10 students who consumed five or more drinks of alcohol within a couple hours on at least one day in the past month

Numerator: Students who answered C, D, E or F for Q_55 and C or D (grade 9 or 10) for Q_3

Denominator: Total # of students who answered Q_55 and C or D (grade 9 or 10) for Q_3

Q_56. In the **past month** (30 days), how many times have you…

Q_56a. Used marijuana/ hashish (pot, weed, etc.)

Q_56b. Used cocaine or crack
Q_56c. Used methamphetamines (speed, crystal meth, crank or ice)
Q_56d. Used ecstasy
Q_56e. Used LSD or other hallucinogens (shrooms, acid, etc.)
Q_56f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)

Response options:
A. 0 times
B. 1-2 times
C. 3-9 times
D. 10 or more times

Graph: Reported as text

Collapsed categories
1) B, C, & D

Example: Percentage of students who in the past month used an illegal, prescription or over-the-counter drug for the purposes of getting high in the past month
Numerator: Students who answered B, C or D to any of Q_56a-f
Denominator: Total # of students who answered any of Q_56a-f

**Example: Most commonly used drug by students in the past month*
The following calculation was repeated for students who answered B, C or D for Q_56a-Q_56f.
Numerator: Students who answered B, C, and D for Q_56a
Denominator: Total # of students who answered any Q_56a-f

*Answers were ranked from highest use to lowest use. Only the highest used drug was reported.

Q_57. In the **past year** (12 months), how many times have you…
Q_57a. Used marijuana/ hashish
Q_57b. Used cocaine or crack
Q_57c. Used methamphetamines (speed, crystal meth, crank or ice)
Q_57d. Used ecstasy
Q_57e. Used LSD or other hallucinogens (shrooms, acid, etc.)
Q_57f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)

Response options
A. 0 times
B. 1-2 times
C. 3-9 times
D. 10 or more times

Graph: Reported as text

Collapsed categories:
1) B, C & D

Example: Percentage of students who used an illegal, prescription or over-the-counter drug for the purposes of getting high in the past year

Numerator: Students who answered B, C or D to any of Q_57a-f
Denominator: Total # of students who answered Q_57a-f

Example: Percentage of students who used marijuana/hashish in the past year

Numerator: Students who answered B, C, or D for Q_57a
Denominator: Total # of students who answered Q_57a

Safety

Q_58. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been drinking alcohol?

A. I have never done this
B. I have done this, but not in the past month
C. 1 time
D. 2 or 3 times
E. 4 or more times

Graph: Reported as text

Collapsed categories:

1) B, C, D & E
2) C, D & E

Example: Percentage of students who have driven a car or other vehicle after drinking alcohol at least once in their lifetime

Numerator: Students who answered B, C, D or E for Q_58
Denominator: Total # of students who answered Q_58

Example: Percentage of students who have driven a car or other vehicle one or more time after drinking alcohol in the past month

Numerator: Students who answered C, D or E for Q_58
Denominator: Total # of students who answered Q_58

Q_59. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had too much to drink?

A. I have never done this
B. I have done this, but not in the past month
C. 1 time
D. 2 or 3 times
E. 4 or more times

Graph: Reported as text

Collapsed categories:

1) B,C,D & E
2) C, D and E

Example: Percentage of students who have rode in a car or other vehicle at least once in their lifetime driven by someone who had too much to drink

Numerator: Students who answered B, C, D or E for Q_59

Denominator: Total # of students who answered Q_59

Example: Percentage of students who have rode in car or other vehicle in the past month driven by someone who had too much to drink

Numerator: Students who answered C, D or E for Q_59

Denominator: Total # of students who answered Q_59

Q_60. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been using illegal drugs including marijuana?

A. I have never done this
B. I have done this, but not in the past month
C. 1 time
D. 2 or 3 times
E. 4 or more times

Graph: Reported as text

Collapsed categories:

1) B,C,D & E
2) C, D and E

Example: Percentage of students who have driven in a car or other vehicle at least once in their lifetime after using illegal drugs

Numerator: Students who answered B, C, D or E for Q_60

Denominator: Total # of students who answered Q_60

Example: Percentage of students who have driven a car or other vehicle one or more time in the past month after using illegal drugs

Numerator: Students who answered C, D or E for Q_60

Denominator: Total # of students who answered Q_60

Q_61. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had been using illegal drugs including marijuana?

A. I have never done this
B. I have done this, but not in the past month
C. 1 time
D. 2 or 3 times
E. 4 or more times

Graph: Reported as text

Collapsed categories:

1) B, C, D & E
2) C, D and E

Example: Percentage of students who have rode in a car or other vehicle at least once in their lifetime

driven by someone who had been using illegal drugs

Numerator: Students who answered B, C, D or E for Q_59

Denominator: Total # of students who answered Q_59

Example: Percentage of students who have rode in car or other vehicle one or more times in the past month driven by someone who had been using illegal drugs

Numerator: Students who answered C, D or E for Q_59

Denominator: Total # of students who answered Q_59

Q_62. How many times in the **past year** (12 months) has anyone done any of the following **TO YOU**:

- Q_62a. Physically threatened or injured you
- Q_62b. Threatened or injured you with a weapon such as a gun, knife or club
- Q_62c. Bullied, taunted or ridiculed you
- Q_62d. Said something bad about your race or culture
- Q_62e. Said something bad about your sexual orientation or gender identity
- Q_62f. Said something bad about your body shape, size or appearance
- Q_62g. Asked for personal information over the internet (e.g. address, phone # or last name)
- Q_62h. Made you feel unsafe when you were in contact with them over
- Q_62i. The internet
- Q_62j. Bullied or picked on you through the internet (e.g., posted something on Facebook or emailed you)

Response options:

A. Never
B. 1-5 times
C. 6 or more times
D. Every day

Graph: Responses presented in a table

Collapsed categories:

1) B, C, & D

Example: Percentage of students who were physical threatened or injured 1 or more times in the past year

Numerator: Students who answered B, C, or D for Q_62a

Denominator: Total # of students who answered Q_62a

Q_63. In general, do you wear…

- Q_63a. A helmet when you ride a bike
- Q_63b. A helmet when you ride other vehicles (e.g., snowmobile, ATV, dirt bike, motorcycle)
- Q_63c. A seatbelt when riding in a car, truck or SUV
- Q_63d. A life vest when you're in a small boat (e.g., canoe, raft, small motor boat)

Response options:

A. Never
B. Rarely
C. Often
D. Always

E. Only when an adult makes me
F. I do not do this activity

Graph: Reported as text

Collapsed categories:
1) A & B

Example: Percentage of students who never/rarely wear a helmet when they ride a bike
Numerator: Students who answered A or B for Q_63a
Denominator: Students who answered A, B, C, D, or E for Q_63a

Note: Denominator excludes those who do not do the activity (F).

Sexuality

Q_64. What is your gender identity?
A. Female
B. Male
C. Trans

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who identity as transgender or identify with a different sex that what they report in Q_5
Numerator: Students who answered C for Q_64 or A (male) for Q_64 and B (female) for Q_5 or B (female) for Q_64 and A (male) for Q_5
Denominator: Total # of students who answered Q_64 and Q_5

Q_65. Have you ever questioned your gender identity?
A. Yes
B. No
C. I don't know

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who have questioned their gender identity
Numerator: Students who answered A for Q_65
Denominator: Total # of students who answered Q_65

Q_66. Who are you attracted to? **Please choose one**.
A. Males
B. Females
C. Both males and females

D. No one

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who are attracted to both males and females or members of the same sex

Numerator: Students who answered C for Q_66 or A (male) for Q_66 and A (male) for Q_5 or B (female) for Q_66 and B (female) for Q_5

Denominator: Total # of students who answered Q_66 and Q_5

Q_67. How old were you when you first had sex?

A. I have not had sex
B. Less than 13 years old
C. 13 years old
D. 14 years old
E. 15 years old
F. 16 years old
G. 17 years old
H. 18 or more years
I. I don't know

Graph: Reported as text

Collapsed categories: None

Example 1: Most common age that students' reported having sex for the first time.

The mode (most commonly reported age of initiation) was used, students who reported not being sexually active (A) were not included.

Example 2: Percentage of students who reported that they had not had sex.

Numerator: Students who answered A for Q_67

Denominator: Total # of students who answered Q_67.

Q_68. Have you ever had sex when you didn't want to?

A. I have not had sex
B. Yes
C. No
D. I don't know

Graph: Reported as text

Percentage of students who had sex when they didn't want to

Numerator: Students who answered B for Q_68

Denominator: Students who answered B, C or D for Q_68

Note: Denominator excludes those who have not had sex (A for Q_68)

Q_69. If you have had sex, which method(s) did you and your partner use to prevent sexually transmitted infections (STI's) and/or pregnancy? **Choose all that apply**.

A. I have not had sex
B. No method was used to prevent pregnancy and/or STI's
C. Withdrawal (pulling out before ejaculation)
D. Birth control (pills, injection, patch or ring)
E. Condoms (male or female)
F. Morning after pill
G. Sex dam
H. Other method

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who are sexually active and use no method to prevent pregnancy and/or STI's

Numerator: Students who answered B for Q_69
Denominator: Total # of students who answered B, C D, E, F, G, and/or H for Q_69

Note: Denominator excludes those who have not had sex (A for Q_69)

Q_70. In general, when you have sex how often do you use condoms?

A. I have not had sex
B. Never
C. Rarely
D. Often
E. Always

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students who reported always wearing a condom when having sex

Numerator: Students who answered E for Q_70
Denominator: Total # of students who answered B, C, D, or E for Q_70

Note: Denominator excludes those who have not had sex (A for Q_70)

Q_71. Which of the following are the major reasons you do not use condoms all the time? **Choose all that apply**.

A. I have not had sex
B. I DO use condoms all the time
C. Price – I can't afford it
D. I use another form of protection
E. I don't know how to use condoms
F. It is against my beliefs
G. I was under the influence of drugs or alcohol
H. I would be too embarrassed to get condoms

I. I want a baby
J. I trust my partner(s)
K. My partner(s) won't wear a condom
L. My partner(s) and I are both females
M. I don't like how condoms feel
N. I only have oral sex

Graph: Top three most common reasons reported as text

Collapsed categories: None

Example: Percentage of students who do not use condoms all of the time because of price
Numerator: Students who answered C for Q_71
Denominator: Total # of students who answered B, C, D, E, F, G, H, J, K, L, M and/or N to Q_71

Denominator excludes those who have not had sex (A for Q_71)

Q_72. How often do you feel comfortable talking to the person(s) you are having sex with about using condoms or birth control?
A. I have not had sex
B. Never
C. Rarely
D. Often
E. Always

Graph: Reported as text

Collapsed categories
1) B & C

Example: Percentage of students who Never/Rarely feel comfortable talking to the persons they are having sex with about using condoms or birth control
Numerator: Students who answered B or C for Q_72
Denominator: Total # of students who answered B, C, D, or E for Q_72

Denominator excludes those who have not had sex (A for Q_72)

Q_73. How often do you feel comfortable talking to the person(s) you are having sex with about STI's?
A. I have not had sex
B. Never
C. Rarely
D. Often
E. Always

Graph: Reported as text

Collapsed categories
1) B & C

Example: Percentage of students who Never/Rarely feel comfortable talking to the persons they are having sex with about STI's

Numerator: Students who answered B or C for Q_73

Denominator: Total # of students who answered B, C, D, or E for Q_73

Denominator excludes those who have not had sex (A for Q_73)

Q_74. In the past year, did you have unplanned sex after using alcohol or drugs? **Please choose one**.

A. I have not had sex
B. I did not have sex in the past year
C. Yes, I had unplanned sex after using alcohol or drugs
D. No, I did not have unplanned sex after using alcohol or drugs

Graph: Reported as text

Collapsed categories: None

Example: Percentage of students that had unplanned sex after using alcohol or drugs

Numerator: Students who answered C for Q_74

Denominator: Students who answered B, C, or D for Q_74

Denominator excludes those who have not had sex (A for Q_74)

Q_75. Have you ever engaged in any type of sexual activity for money, food, shelter, drugs or alcohol?

A. Yes
B. No
C. I don't know

Graph: Reported as text

Collapsed categories

Example: Percentage of students who engaged in sexual activity for money, food, shelter drugs or alcohol

Numerator: Students who answered A for Q_75

Denominator: Total # of students who answered Q_75

Q_76. What are your preferred sources of information about sexuality/puberty/birth control/STI's? **Choose all that apply**.

A. Internet
B. Friend(s)
C. Media (TV, movies, magazines, books, pamphlets)
D. Parent/caregiver
E. Sibling(s)
F. Other family member
G. Community Resource Centre
H. Teen Clinic
I. Telephone help line
J. School (teacher, nurse or counselor, presenter)

K. Public health nurse/Women's Health
L. Clinic/Nurse practitioner
M. Doctor

Graph: Where students access information about sexuality/puberty/birth control/STIs

Collapsed categories: None

Example: Percentage of students who prefer the Internet as their source of information about sexuality/puberty/birth control/STI's

Numerator: Students who answered A for Q_76
Denominator: Total # of students who answered Q_76

Q_77 to Q_82 were not analyzed for the YHS report. Answers to these questions will be used to assist the Department of Education in the evaluation of the Grade 11 and 12 Active Healthy Lifestyles: Physical/Health Education Curriculum.

References

1. Centre for Disease Control and Prevention. (2013) Methodology of the Youth Risk Behaviour Surveillance System-2013. MMWR 62(1).

2. Joint Consortium for School Health. (2012). *Comprehensive school health framework.* Retrieved from http://www.jcsh-cces.ca/index.php/school-health

3. Kuczmarski RJ, Ogden CL, Guo SS, Et al. (2000) CDC growth charts for the United States: Methods and development. National Center for Health Statistics. Vital Health Stat 11(246), 2002 Library of Congress Catalog.

Appendix A -List of YHS Question Sources

YOUTH HEALTH SURVEY

Your answers are protected & confidential

SECTION 1 - About You

1. The name of my school is:

_____

Rationale: Not in the 2008YHS; added to the 2009 IRHA YHS in effort to link student home community and school.

2. The name of my home community is:

_____

Rationale: Standard question.

3. What grade are you in?
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11
   - ○ 12

Rationale: Standard question. Senior 1-4 was removed after 2008 YHS because stakeholders felt that the terminology was outdated.

4. How old are you today?
   - ○ 11 or younger
   - ○ 12
   - ○ 13
   - ○ 14
   - ○ 15
   - ○ 16
   - ○ 17
   - ○ 18
   - ○ 19 or older

Rationale: Standard question. "Today" was added for specificity as per the 2010-2011 Youth Smoking Survey (YSS).
Source: 2010-2011 YSS

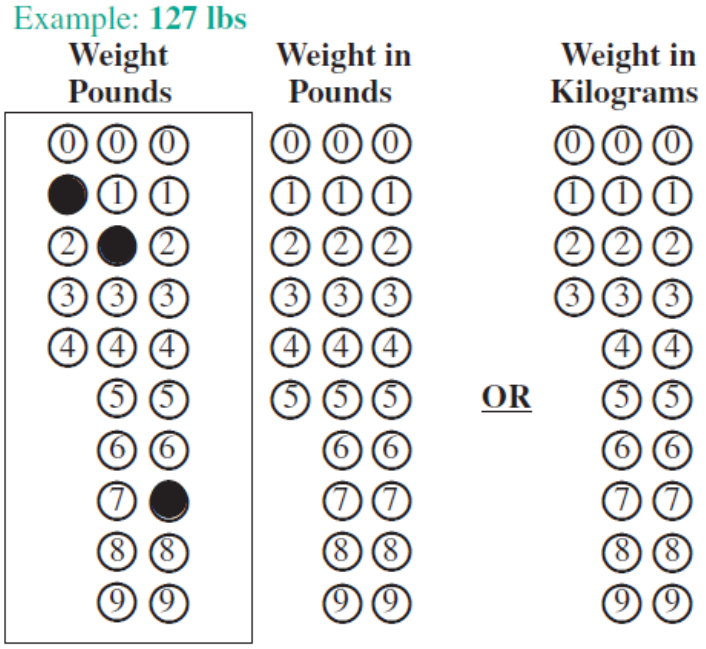
5. Are you:
   - ○ Male
   - ○ Female

Rationale: Considered various forms of this question, including "What were you born? M, F".
Source: 2010-2011 YSS

6. How long have you lived in Canada?
   - ○ All of my life
   - ○ Less than 1 year
   - ○ 1 to 2 years
   - ○ 3 to 5 years
   - ○ 6 or more years

Rationale: This question was added to the 2012 YHS due to interest from stakeholders, specifically in Winnipeg/urban areas with large immigration populations.
Source: Adapted from multiple sources, including the 2009-2010 Health Behaviour of School Aged Children, New Brunswick Student Wellness Survey, and the 2007 Adolescent Health Survey.

7. Without my shoes on, I believe my weight is:

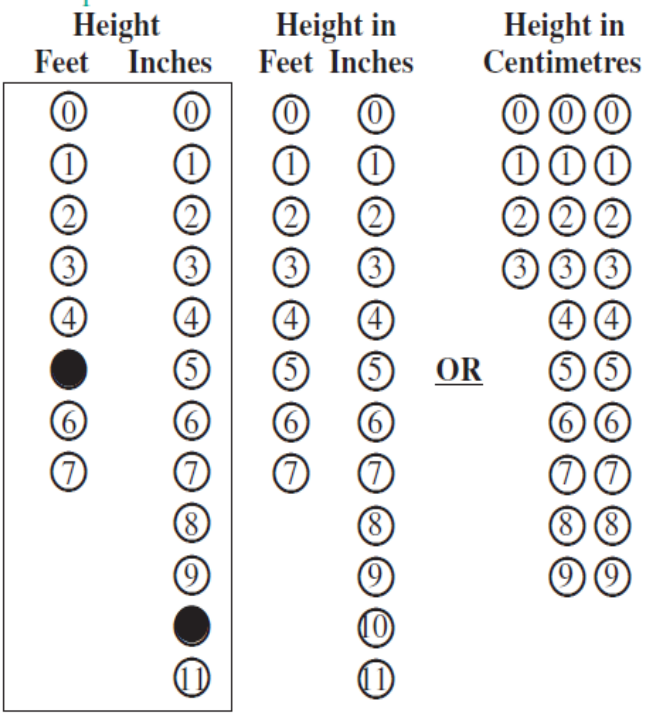


Rationale: This format was used in the IRHA 2009 YHS and was found to be more accurate than the "fill-in-the-blank" version used in the 2008 YHS. For the 2012 YHS, an extra column was added for youth who report being 500 pounds or more. Scanning rules were determined for weight upper and lower limits: Valid weight in pounds ranges from 58 to 500 lbs, and valid weight in kilograms ranges from 27 to 227 kgs. These limits were in part from analyst estimates based on the 99th percentile and median weights from 2006-08 YHS data, and from CDC's 3rd and 97th percentile for boys and girls aged 11 to 18 (available: http://www.cdc.gov/growthcharts/clinical_charts.htm#Summary).
Source: 2009 IRHA YHS, New Brunswick 2006-2007 Physical Activity Survey, New Brunswick 2006-2007 Youth Healthy Eating Survey, SHAPES 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, 2010-2011 YSS.
Validation Reference: This question was found to be reliable and valid. Self-reported and measured body mass index were found to be significantly correlated, however, youth were found to underreport height and weight by an average of 1.2 centimetres and 0.3 kilograms, respectively.

Wong S, Leatherdale S, & Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

8. Without my shoes on, I think I am this tall:

Example: **5' ft 10"**



Rationale: This format was used in the second IRHA YHS and was found to be more accurate than the "fill-in-the-blank" version used in the original YHS.
Scanning rules were determined for height upper and lower limits: Valid height in feet ranges from 3'0" to 7'5", and valid height in centimetres ranges from 91 to 229 cms. These limits were in part from analyst estimates based on the 99th percentile and median heights from 2006-08 YHS data, and from CDC's 3rd and 97th percentile for boys and girls aged 11 to 18 (available: http://www.cdc.gov/growthcharts/clinical_charts.htm#Summary).
Source: IRHA 2009 YHS, New Brunswick 2006-2007 Physical Activity Survey, New Brunswick 2006-2007 Youth Healthy Eating Survey, SHAPES 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, 2010-2011 YSS.
Validation Reference: This question was found to be reliable and valid. Self-reported and measured body mass index were found to be significantly correlated, however, youth were found to underreport height and weight by an average of 1.2 centimetres and 0.3 kilograms, respectively.

Wong S, Leatherdale S, Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

9. In general, how do you describe your health?
   - ○ Excellent
   - ○ Very Good
   - ○ Good
   - ○ Fair
   - ○ Poor

Rationale: Multiple national/international surveys ask this or a similar question in order to assess youth self-perception of overall health status (1999 Canadian Community Health Survey, 2008 General Social Survey, 2006 National Longitudinal Survey of Children and Youth, 2006 NOR-MAN Youth Health Survey Chronic Disease Risk Factors Survey, 2007 Student Drug Use Survey in the Atlantic Provinces, 2007 Adolescent Health Survey, 2009-2010 Health Behaviours of School-Aged Children).
Source: IRHA 2009 YHS.

10. Do you consider yourself:
    - ○ Overweight?
    - ○ About the right weight?
    - ○ Underweight?

Rationale: Asked on both the 2008 YHS and 2009 IRHA YHS although the number of answer categories was reduced from five to three for 2009 IRHA YHS, removing the specifier for "Very overweight" and "Slightly overweight" resulting in "Overweight"as well as removing the specifier for "Very underweight" and "Slightly underweight" resulting in "Underweight".
Source: IRHA 2009 YHS, 1999 Canadian Community Health Survey, 2006 National Population Health Survey.

SECTION 2 - Work and Volunteering

11. Do you have a part-time job outside of school hours? (babysitting, restaurant, etc.)
    - ○ Yes- I work under 15 hours per week
    - ○ Yes- I work 15 or more hours per week
    - ○ No

Rationale: Were developed out of stakeholder interest in activities outside of school.
Source: Adapted from the 2004 Youth Behaviour Survey of Mystery Lake School Division, Manitoba.

12. How often do you take part in unpaid volunteer activities/work?
    - ○ Never
    - ○ Once a year
    - ○ Once a month
    - ○ Once a week
    - ○ Daily

Rationale: Were developed out of stakeholder interest in activities outside of school.
Source: Adapted from the New Brunswick 2010 Student Wellness Survey.

13. What kinds of volunteer activities have you participated in? **Choose all that apply**.
    - ○ I do not volunteer
    - ○ Activities at school (yearbook committee, student council, etc.)
    - ○ Support a cause (food bank, environment group, etc.)
    - ○ Fundraising (charity, school trips, etc.)
    - ○ Helping in the community (hospital volunteering, etc.)
    - ○ Doing another volunteer activity without pay

Rationale: Were developed out of stakeholder interest in activities outside of school.
Source: Adapted from the New Brunswick 2010 Student Wellness Survey, 06/07 National Longitudinal Survey of Children and Youth.

SECTION 3 - Feelings

14. Do you agree with each of the following statements?

	Agree	Disagree
a. I feel close to people at this school	○	○
b. I feel I am part of this school	○	○
c. I am happy to be at this school	○	○
d. I feel safe at my school	○	○
e. I feel safe in my community	○	○
f. I feel safe in my home	○	○
g. I have at least 1 close friend that I can share things with	○	○
h. I feel my family supports me	○	○
i. I feel involved in my community	○	○

Rationale: Items a-d were present in the 2008 YHS, items e-i were added to the 2009 IRHA YHS. Purpose of this question is to assess student connectedness with school, community, etc. Similar questions appear in 2007 Adolescent Health Survey, New Brunswick 2006-2007 Youth Physical Activity Survey, SHAPES 2006-2007 Youth Physical Activity Survey.
Source: IRHA 2009 YHS.

15. Do you agree with each of the following statements?

	Agree	Disagree
a. At my school adults care about people my age	○	○
b. At my school, there is an adult who I trust	○	○
c. If I need help, I believe a counselor or other adult could help me	○	○
d. If I need help, I would talk to a counselor or other adult	○	○

Source: IRHA 2009 YHS

16. Please answer the following questions about how you have been feeling during the **past month** (30 days). Fill in the box that best represents how often you have experienced or felt the following:

During the **past month** (30 days), how often did you feel …	Never	Once or twice	About once a week	2 or 3 times a week	Almost everyday	Every day
a. happy	○	○	○	○	○	○
b. interested in life	○	○	○	○	○	○
c. satisfied with life	○	○	○	○	○	○
d. that you had something important to contribute to society	○	○	○	○	○	○
e. that you belonged to a community (like a social group, your school or neighbourhood)	○	○	○	○	○	○
f. that our society is becoming a better place for people like you	○	○	○	○	○	○
g. that people are basically good	○	○	○	○	○	○
h. that the way our society works makes sense to you	○	○	○	○	○	○
i. that you liked most parts of your personality	○	○	○	○	○	○
j. good at managing the responsibilities of your daily life	○	○	○	○	○	○
k. that you had warm and trusting relationships with others	○	○	○	○	○	○
l. that you had experiences that challenged you to grow and become a better person	○	○	○	○	○	○
m. confident to think or express your own ideas and opinions	○	○	○	○	○	○
n. that your life has a sense of direction or meaning to it	○	○	○	○	○	○

Rationale: Matrix represents the 14-item adolescent Mental Health Continuum Short Form (MHC-SF) developed and validated by C. L. Keyes. This is a nationally and internationally accepted and used indicator of mental well-being. There are two versions of this matrix which differ only by their response options. On the advice of Dr. Corey Keyes, we used the response options listed above.

Source: MHC-SF.

Validation Reference: This tool was found to be reliable and valid by:

Lamers S, Westerhof GJ, Bohlmeijer ET, ten Klooster PM, Keyes CLM. 2010. "Evaluating the psychometric properties of the Mental Health Continuum-Short Form (MHC-SF)." *Journal of Clinical Psychology, 67*(1): 99-110.

17. During the **past 12 months**, did you ever feel so sad or hopeless that you stopped doing some usual activities for awhile?
    - ○ Yes
    - ○ No

Rationale: This question appeared in the 2008 YHS and was kept at the request of schools and stakeholders. It is intended as a pre-indicator to depression and poor mental wellbeing. Similar questions are asked by 2009 and 2010 Fairfax, 2009 Youth Risk Behavior Survey, 2009 IRHA YHS, 2009-2010 Health Behaviours of School-aged Children, 2008 Healthy Youth Survey.
Source: 2008 YHS, adapted versions in the 2009 and 2010 Fairfax, 2009 IRHA YHS, 2011 YRBS, 2009-2010 Health Behaviours of School-aged Children, 2008 Healthy Youth Survey
Validation Reference: This question in the 2009 Youth Risk Behavior Survey was found to have moderate reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).

Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

SECTION 4 - Sleep

18. On an average **school** night (Sunday to Thursday), how many hours of sleep do you get?
    - ○ 4 or less hours
    - ○ 5 hours
    - ○ 6 hours
    - ○ 7 hours
    - ○ 8 hours
    - ○ 9 hours
    - ○ 10 or more hours

Rationale: Sleep is a new content area for the 2012 YHS and was added due to feedback from stakeholders and students. Week nights were separated from weekend nights based on research suggesting that youth differ in sleep patterns for these two time periods.
Source: 2009 & 2010 Fairfax County Youth Surveys, 2008 Global School-based Student Health Survey.

19. On an average **weekend** night (Friday or Saturday), how many hours of sleep do you get?
    - ○ 4 or less hours
    - ○ 5 hours
    - ○ 6 hours
    - ○ 7 hours
    - ○ 8 hours
    - ○ 9 hours
    - ○ 10 or more hours

Rationale: This question was created by stakeholders to capture the difference between youth's weekday sleep behaviours and weekend sleep behaviours.
Source:

20. How often do you have trouble going to sleep or staying asleep?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Rationale: This question is meant to assess sleep quality.
Source: This question appeared in the 2007 Canadian Health Measures Survey, the 2004 National Population Health Survey, and the 1999 Canadian Community Health Survey. Response options were reduced to maintain consistency across the survey.

21. How often do you find it difficult to stay awake during class or at school?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Rationale: This question is meant to assess sleep quality.
Source: This question was adapted from the 2007 Canadian Health Measures Survey, the 2004 National Population Health Survey, and the 1999 Canadian Community Health Survey. Response options were reduced to maintain consistency across the survey.

SECTION 5 - Physical Activity

22. How physically active are you at the following times?

	Active	Some-what active	Inactive	Does not apply
Before school	○	○	○	○
Recess/Spare	○	○	○	○
Lunch	○	○	○	○
After school	○	○	○	○

Rationale: This question is from the 2008 YHS and was kept at stakeholder request with the addition of "spare."
Source: 2008 YHS

23. Your closest friends are the friends you like to spend the most time with. How many of your 5 closest friends are physically active?
- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

Rationale: Literature consistently shows that youth physical activity levels are highly correlated with those of their peers.
Source: Kept from the 2008 YHS, and also from SHAPES 2006-2007 Youth Physical Activity Survey, New Brunswick 2006-2007 Youth Physical Activity Survey and 2006-2007 Youth Healthy Eating Survey, New Brunswick 2010 Student Wellness Survey.
Validation Reference: The 2006-2007 SHAPES Physical Activity Survey was found to have "substantial" reliability within its social influences section, which includes this question.

Wong S, Leatherdale S, Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

24. In the **past month** (30 days), how often did you participate in before school, lunch-time or after-school physical activities **organized by your school** (e.g., intra-murals, dance club, school team sports)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times per week

Source: Adapted from the 2009 IRHA YHS, 2007 Adolescent Health Survey, 2006 SHAPES Youth Physical Activity Survey, New Brunswick 2006-2007 Youth Physical Activity Survey and New Brunswick 2010 Student Wellness Survey.
Validation Reference: School environment questions were found to have moderate reliability.

Wong S, Leatherdale S, Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

25. In the **past month** (30 days), how often did you participate in physical activities **organized outside** of your school with a coach (e.g., hockey, soccer, figure skating, dance, etc.)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times per week

Source: Adapted from the 2009 IRHA YHS, 2007 Adolescent Health Survey, New Brunswick 2006-2007 Youth Physical Activity Survey and New Brunswick 2010 Student Wellness Survey.

26. In the **past month** (30 days), how often have you played sports or been physically active **without** a coach or instructor present (e.g., biking, skateboarding, skipping, hiking, road hockey, etc.)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times a week

Source: Developed by experts to address various venues and levels of programming for youth physical activities. Supplementary to questions 24 and 25.

27. In a typical **week**, how many days did you partly or fully actively travel to or from school? (e.g., walking, biking, skateboarding)?
- ○ None
- ○ 1 day
- ○ 2 days
- ○ 3 days
- ○ 4 days
- ○ 5 days

Source: Adapted from the 2008 YHS, 2009 IRHA YHS, 2008 Global School-based Student Health Survey, 2005-2007Alberta Web Survey of Physical Activity and Nutrition, 2008 Healthy Youth Survey, and 2002 International Physical Activity Questionnaire. Stakeholders identified "in a typical week" as providing more useful information than "in the last week".

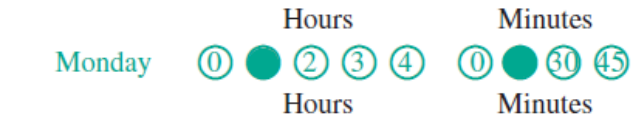
28. In a typical **week**, how often is your parent/caregiver physically active (**outside of work**)? This can include walking, running, going to the gym, doing yard work, etc.
- ○ Never
- ○ Rarely
- ○ Often
- ○ I don't know

Source: Adapted from 2006-2007 New Brunswick Youth Physical Activity Survey, 2006 SHAPES Youth Physical Activity Survey, and the 2010 New Brunswick Student Wellness Survey. Stakeholders identified "in a typical week" as providing more useful information than "in the last week".
Validation Reference: School environment questions were found to have moderate reliability.
Wong S, Leatherdale S, Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

Hard/vigorous physical activities increase your heart rate and make you breathe hard and sweat. They can include jogging, team sports, fast dancing, jump rope, etc.

29. Mark how many minutes of **hard/vigorous** physical activity you did for each day last week. Include activities that lasted for at least 15 minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time.

For example: If you did 1 hour and 15 minutes of hard/vigorous activity on Monday you would shade:



	Hours					Minutes			
Monday	0	1	2	3	4	0	15	30	45
Tuesday	0	1	2	3	4	0	15	30	45
Wednesday	0	1	2	3	4	0	15	30	45
Thursday	0	1	2	3	4	0	15	30	45
Friday	0	1	2	3	4	0	15	30	45
Saturday	0	1	2	3	4	0	15	30	45
Sunday	0	1	2	3	4	0	15	30	45

Rationale: This is matches the 2008 YHS and IRHA 2009 YHS with the addition of the word "vigorous" to the definition by request of the Physical Activity Working Group. SHAPES methodology was used to calculate total kilocalories per kilogram of body weight per day (KKDs).
Note: In an effort to increase validity, this version of the YHS included both the hard physical activity and moderate physical activity questions on the same page. This change was made when pilot testing found that youth would "double enter" their physical activity when the questions appeared on different pages.
Source: 2008 YHS, 2009 IRHA YHS, 2006-2007 New Brunswick Youth Physical Activity Survey, 2006-2007 New Brunswick Youth Healthy Eating Survey, 2006-2007 SHAPES Youth Physical Activity Survey, 2010 New Brunswick Student Wellness Survey, and the 2010-2011 Youth Smoking Survey.
Validation Reference: This question was found to have modest (Wong, Leatherdale & Manske) to high (Bates, 2006) reliability, and acceptable (Wong, Leatherdale & Manske) to moderate/high (Bates, 2006) validity. Reliability increased with higher grades (Bates, 2006). However, youth were found to over-report physical activity (Wong, Leatherdale & Manske, 2006).

Bates H. 2006. "Daily physical activity for children and youth." Report written for Alberta Education. Available: http://education.alberta.ca/media/318711/dpa4youth.pdf

Wong S, Leatherdale S, Manske S. 2006. "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

30. What stops you from being more physically active? **Choose all that apply**.

- ○ I believe I am active enough
- ○ I do not like being physically active
- ○ The activities available do not interest me
- ○ I do not think physical activity is important
- ○ It costs too much
- ○ It's hard to find time to be physically active
- ○ I do not have a place to be active
- ○ It's not safe to be active in my neighbourhood
- ○ It's hard to get to activities
- ○ My friends are not active
- ○ My family is not active
- ○ Medical reasons
- ○ Other responsibilities (e.g., work, family, etc.)

Source: Question loosely adapted from the 2009 IRHA YHS and 2007 Healthy Weights Baseline Survey administered by Alberta Health and Wellness. Response options modified and added by experts.

__Moderate__ physical activities are easier activities such as walking, biking and recreational swimming.

31. Mark how many minutes of **moderate** physical activity you did for each day last week. Include activities that lasted for at least 15 minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time.

For example: If you did 1 hour and 15 min of moderate activity on Monday you would shade:

	Hours	Minutes
Monday	⓪ ● ② ③ ④	⓪ ● ㉚ ㊺

	Hours	Minutes
Monday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Tuesday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Wednesday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Thursday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Friday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Saturday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺
Sunday	⓪ ① ② ③ ④	⓪ ⑮ ㉚ ㊺

Rationale: This is matches the 2008 YHS and IRHA 2009 YHS. SHAPES methodology was used to calculate total kilocalories per kilogram of body weight per day (KKDs).
Note: In an effort to increase validity, this version of the YHS included both the hard physical activity and moderate physical activity questions on the same page. This change was made when pilot testing found that youth would "double enter" their physical activity when the questions appeared on different pages.
Source: 2008 YHS, 2009 IRHA YHS, 2006-2007 New Brunswick Youth Physical Activity Survey, 2006-2007 New Brunswick Youth Healthy Eating Survey, 2006-2007 SHAPES Youth Physical Activity Survey, and the 2010 New Brunswick Student Wellness Survey.
Validation Reference: This question was found to have modest (Wong, Leatherdale & Manske) to high (Bates, 2006) reliability, and acceptable (Wong, Leatherdale & Manske) to moderate/high (Bates, 2006) validity. Reliability increased with higher grades (Bates, 2006). However, youth were found to over-report physical activity (Wong, Leatherdale & Manske, 2006).

Bates H. 2006. "Daily physical activity for children and youth." Report written for Alberta Education. Available: http://education.alberta.ca/media/318711/dpa4youth.pdf

Wong S, Leatherdale S, Manske S. 2006. "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

32. What helps you be physically active or choose to be physically active? **Choose all that apply**.

- ○ I am not physically active
- ○ Family support
- ○ Friend support
- ○ School programs
- ○ Community programs
- ○ Sport Manitoba funding
- ○ Desire to be fit and healthy
- ○ Desire to look a certain way

Rationale: Identified by experts as useful.
Source: Adapted from the 2009 IRHA YHS with response options added by experts.

SECTION 6 - Sun Exposure

33. When you are outside for more than 30 minutes on a sunny day, how often do you seek shade, cover up or wear sunscreen with an SPF of 15 or higher?

- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Rationale: Two sun/UV safety questions were added to the YHS to reflect stakeholders' interest and the increasing rate of skin cancer in Manitoba.
Source: This question about protective behaviours was adapted by experts from a more detailed matrix in the SHAPES Tanning and Sun Exposure Survey (year unknown). Response options were modified to be consistent with the rest of the YHS.

34. Have you ever used any artificial tanning equipment such as a tanning bed, sunlamp or tanning light?
○ Yes
○ No

Source: SHAPES Sun and Tanning Exposure Sample Core Questionnaire (year unknown). Removed "Don't know" from response options to maintain consistency with the rest of the YHS.

SECTION 7 - Screen Time

35. In a typical week, mark how many hours (**outside of school**) you spend in front of a screen, for example, watching tv/movies, playing video/computer games, chatting, text messaging and surfing the internet (e.g., Facebook, Twitter, etc).

	Hours Per Day								
Monday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Tuesday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Wednesday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Thursday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Friday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Saturday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Sunday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+

Source: Adapted loosely from the 2008 YHS, 2006-2007 New Brunswick Youth Physical Activity Survey, 2006 SHAPES Youth Physical Activity Survey, 2010 New Brunswick Student Wellness Survey. Experts modified the sedentary activities listed in the question. Stakeholders identified "in a typical week" as providing more useful information than "in the last week". The answer categories were converted to an open-ended input of hours per day, and instead of listing each day of the week, the question asks for "typical weekday" and "typical weekend day".
Validation Reference: This question was found to have moderate reliability.

Wong S, Leatherdale S, Manske S. (2006). "Reliability and validity of a school-based physical activity questionnaire." *Medicine and Science in Sports and Exercise, 38*(9): 1593-1600. doi: 10.1249/01.mss.0000227539.58916.35

SECTION 8 - Eating

36. **Yesterday**, how many times did you eat or drink the following:

	0	1	2	3	4	5	6	7	8+
100% fruit juice	○	○	○	○	○	○	○	○	○
Fruit (not counting fruit juice)	○	○	○	○	○	○	○	○	○
Green salad	○	○	○	○	○	○	○	○	○
Carrots	○	○	○	○	○	○	○	○	○
Potatoes (not including french fries or potato chips)	○	○	○	○	○	○	○	○	○
Other vegetables (not counting carrots, potatoes or salad)	○	○	○	○	○	○	○	○	○
Whole grains (e.g. whole grain bread, pasta, cereal or brown rice)	○	○	○	○	○	○	○	○	○
Cheese/yogurt	○	○	○	○	○	○	○	○	○
Meat or fish (not fried), eggs, nuts, meat alternatives	○	○	○	○	○	○	○	○	○
Salty or sugary snacks (e.g. potato chips, granola bars, chocolate or cookies)	○	○	○	○	○	○	○	○	○
Fast food (e.g. hot dogs, hamburgers, fries, pizza or chicken nuggets)	○	○	○	○	○	○	○	○	○
Water	○	○	○	○	○	○	○	○	○
Milk (white, chocolate or soy)	○	○	○	○	○	○	○	○	○
Pop/soda (non diet), slurpees, slushies	○	○	○	○	○	○	○	○	○
Diet Pop/soda	○	○	○	○	○	○	○	○	○
Sports drinks (Gatorade, etc.)	○	○	○	○	○	○	○	○	○
Energy drinks (Red Bull, etc.)	○	○	○	○	○	○	○	○	○
Coffee/lattes/iced coffee	○	○	○	○	○	○	○	○	○
Creatine/other supplements	○	○	○	○	○	○	○	○	○
Meal replacement bars or shakes (Vector, Powerbars)	○	○	○	○	○	○	○	○	○

Source: Adapted from the IRHA 2009 YHS. The first six food "categories" listed are to retain consistency with 2008 YHS, 1999 Canadian Community Health Survey, 2004 National Population Health Survey, 2009 & 2010 Fairfax Youth Survey, 2008 Healthy Youth Survey and 2009 Youth Risk Behavior Survey. "Whole grains (e.g. whole grain break, pasta, cereal or brown rice)" was modified by healthy eating experts from three separate food categories: "White bread", "Brown bread", and "Pasta/rice/cereal". Healthy eating experts also recommended the addition of "meat alternatives" to the "Meat or fish" category, and combined the salty snacks category with the sugary snacks category resulting in "Salty or sugary snacks (e.g. potato chips, cake, chocolate or cookies)". Experts combined various categories in "Fast food (e.g. hot dogs, hamburgers, fries, pizza or chicken nuggets)", and added "Water" as a category of its own.

Reference: 24-hour dietary recall questionnaires have been found to be reliable and valid.

Economos C, Sacheck JM, Kwan Ho Chui K, Irizzary L, Guillemont J, Collins JJ, Hyatt RR 2008. "School-based behavioural assessment tools are reliable and valid for measurement of fruit and vegetable intake, physical activity and television viewing in young children." *Journal of the American Dietetic Association, 108*(4): 695-701. doi: 10.1016/j.jada.2008.01.001

Minaker LM, McCargar L, Lambraki I, Jessup L, Driezen P, Calengor K, Hanning RM. 2006. "School region socioeconomic status and geographic locale is associated with food behaviour of Ontario and Alberta adolescents." *Canadian Journal of Public Health, 97*(5): 357-61.

Vareecken CA, Maes L. 2003. "A Belgian study on the reliability and relative validity of the Health Behaviour in School-Aged Children food-frequency questionnaire." *Public Health Nutrition, 6*(6): 581-588. doi: 10.1079/PHN2003466

37. Where do you usually eat breakfast?
- ○ At home
- ○ At school
- ○ I do not usually eat breakfast

Source: IRHA 2009 YHS.

38. What is the main reason you do not eat breakfast?
- ○ I do eat breakfast
- ○ I do not have time for breakfast
- ○ I cannot eat early in the morning
- ○ There is not always enough food in my home

Source: Adapted from the 2008 Global School-based Student Health Survey. The answer options were modified slightly with "I always eat breakfast" being changed to "I do eat breakfast", and the removal of the 2008 Global School-based Student Health Survey's last option, "Some other reason".

39. For lunch on school days do you:
(Choose all that apply).
- ○ Bring lunch from home
- ○ Eat lunch at home
- ○ Buy lunch at the school cafeteria/canteen
- ○ Eat at a fast food restaurant or store
- ○ Don't eat lunch
- ○ My school provides lunch

Source: Adapted from IRHA 2009 YHS. Modifications based on expert and stakeholder feedback include rewording the sentence from "During school do you usually;" to "For lunch on school days do you:" and the addition of the answer option "My school provides lunch".

40. How often do you eat dinner (the evening meal) with the people you live with?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Source: Adapted from the 2008 Healthy Youth Survey. Modifications include adding the specification, "(the evening meal)" and changing wording to "the people you live with" from "family". Also, the response options were modified to maintain consistency with other questions in the YHS.

SECTION 9 - Tobacco Use

41. Have you ever tried smoking a cigarette, even just a few puffs?
    - ○ Yes
    - ○ No

Source: 2008 YHS, 2009 IRHA YHS, 2005-2007 Alberta Web Survey of Physical Activity and Nutrition, and only slightly different from the wording, "Have you ever tried cigarette smoking…" from the 2007 Adolescent Health Survey, New Brunswick 2006-2007 Youth Healthy Eating survey, New Brunswick 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, SHAPES 2006-2007 Youth Physical Activity Survey, 2009 Youth Risk Behavior Survey, 2010-2011 Youth Smoking Survey, and the 2011 Core Indicator Measures of Youth Tobacco Control.

42. Have you smoked 100 or more whole cigarettes in your entire life?
    - ○ Yes
    - ○ No

Rationale: "Entire" was added by stakeholders as a qualifier?
Source: 2008 YHS, 2009 IRHA YHS, 2007 Addictions Foundation of Manitoba Survey, New Brunswick 2006-2007 Youth Healthy Eating survey, New Brunswick 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, SHAPES 2006-2007 Youth Physical Activity Survey, 1999 Canadian Community Health Survey, 2009 Canadian Tobacco Use Monitoring Survey, 2004 National Population Health Survey, 2007 Student Drug Use in the Atlantic Provinces Survey, 2005 Alberta Web Survey of Physical Activity and Nutrition, 2010-2011 Youth Smoking Survey.

43. During the **past month** (30 days), did you smoke a cigarette, even just a few puffs?
    - ○ Yes, every day
    - ○ Yes, almost every day
    - ○ Yes, some days
    - ○ No

Source: Adapted from the 2008 YHS and 2005 Alberta Web Survey of Physical Activity and Nutrition. The wording of the question has been modified slightly from "Think of the past 30 days…" to establish consistency in the wording of the 2012 YHS. One of the answer options, "Yes, one or two days" was removed, and as a result, the answer categories are identical to those for this question in the 2011 Core Indicator Measures of Youth Tobacco Control.

44. At any time during the next year do you think you will smoke a cigarette?
    - ○ Definitely yes
    - ○ Probably yes
    - ○ Probably not
    - ○ Definitely not

Source: IRHA 2009 YHS, 2008 Global School-based Student Health Survey, 2008 Global Youth Tobacco Survey, 2008 Healthy Youth Survey, New Brunswick 2006-2007 Youth Healthy Eating Survey, New Brunswick 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, SHAPES 2006-2007 Youth Physical Activity Survey, 2010-2011 Youth Smoking Survey, 2011 Core Indicator Measures of Youth Tobacco Control.

45. Do you think in the future you might try smoking cigarettes?
    - ○ Definitely yes
    - ○ Probably yes
    - ○ Probably not
    - ○ Definitely not

Source: New Brunswick 2006-2007 Youth Healthy Eating Survey, New Brunswick 2006-2007 Youth Physical Activity Survey, New Brunswick 2010 Student Wellness Survey, SHAPES 2006-2007 Youth Physical Activity Survey, 2010-2011 Youth Smoking Survey, 2011 Core Indicator Measures of Youth Tobacco Control.

46. If one of your best friends was to offer you a cigarette would you smoke it?
    - ○ Definitely yes
    - ○ Probably yes
    - ○ Probably not
    - ○ Definitely not

Source: 2009 IRHAYHS, 2008 Global School-based Student Health Survey, 2008 Global Youth Tobacco Survey, 2008 Healthy Youth Survey, New Brunswick 2006-2007 Youth Healthy Eating Survey, New Brunswick 2006-2007 Youth Physical Activity Survey, SHAPES 2006-2007 Youth Physical Activity Survey, 2010 New Brunswick Student Wellness Survey, 2010-2011 Youth Smoking Survey, 2011 Core Indicator Measures of Youth Tobacco Control.

47. During the **past month** (30 days), did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
    - ○ Yes, every day
    - ○ Yes, almost every day
    - ○ Yes, some days
    - ○ No

Source: Adapted from 2009 IRHA YHS, 2009 Canadian Tobacco Use Monitoring Survey, 2008 Global Youth Tobacco Survey, 2007 Adolescent Health Survey, 2008 Healthy Youth Survey, and 2009 Youth Risk Behaviours Survey. Time frame was changed from “During the past 30 days” to “During the past month” to maintain consistency with the time frame of the 2012 YHS. Answer categories reflecting frequency were also modified to maintain consistency with those used in the 2012 YHS. Example brands Redman, Levi Garrett, Beechnut, and Skoal Bandits were added by experts.

48. During the **past month** (30 days), did you smoke cigars, cigarillos, or little cigars?
- ○ Yes, every day
- ○ Yes, almost every day
- ○ Yes, some days
- ○ No

Source: Adapted from 2009 IRHA YHS, 2008 Healthy Youth Survey, and the 2009 Youth Risk Behaviour Survey. Time frame was changed from "During the past 30 days" to "During the past month" to maintain consistency with the time frame of the 2012 YHS. Answer categories reflecting frequency were also modified to maintain consistency with those used in the 2012 YHS.

49. Where do you usually get your cigarettes?
Choose all that apply.
- ○ I do not smoke
- ○ I buy them myself at a store
- ○ I buy them from a friend or someone else
- ○ I ask someone to buy them for me
- ○ My brother or sister gives them to me
- ○ My parent or caregiver gives them to me
- ○ A friend or someone else gives them to me
- ○ I take them from my mother, father or siblings
- ○ I take them from a friend or someone else

Source: Adapted from New Brunswick 2010 Student Wellness Survey and 2010-2011 Youth Smoking Survey. "Other" was removed from the answer options in order to simplify analysis and provide more meaningful data, "My mother or father gives them to me" was changed to "My parent or caregiver gives them to me", and "I take them from a friend or someone else" was added in order to capture this behaviour.

50. How often are you exposed to second hand smoke?
- ○ Every day
- ○ Almost every day
- ○ About once a week
- ○ About once a month
- ○ Less than once a month
- ○ Never

Source: 2011 Core Indicator Measures of Youth Tobacco Control.

51. During the **past month** (30 days), were you exposed to second hand smoke…

	Yes	No	Don't Work
a. in your home?	○	○	
b. on school grounds?	○	○	
c. while at work?	○	○	○
d. in a vehicle?	○	○	
e. in public?	○	○	

Source: Adapted from 2011 Core Indicator Measures of Youth Tobacco Control, 1999 Canadian Community Health Survey, and the 2009 Canadian Tobacco Use Monitoring Survey. Time frame "During the past 30 days" was changed to "During the past month" in order to maintain consistency throughout the 2012 YHS. Also, this survey removed the qualifier "excluding your own use" (from the 2011 Core Indicator Measures of Youth Tobacco Control) based on stakeholder and expert feedback?

52. Do you want to stop your use of tobacco?
- ○ I have never used tobacco
- ○ I have already stopped (for at least the last month)
- ○ Yes, within a month
- ○ Yes, within 6 months
- ○ Yes, but I am not sure when
- ○ No, I do not want to stop

Source: Adapted from 2011 Core Indicator Measures of Youth Tobacco Control. The modifications include the wording in the second and third answer option where this survey uses "month" instead of "30 days" to maintain consistency with the time frame used throughout the survey.

53. If students are caught breaking the smoking rules at this school, do they get into trouble?
- ○ Yes
- ○ No
- ○ I don't know

Source: New Brunswick 2010 Student Wellness Survey

SECTION 10 - Alcohol (This includes drinking such things as beer, wine, coolers and liquor such as rum, gin, vodka or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes)

54. During the **past month** (30 days), on how many days did you have at least one drink of alcohol? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)
- ○ I have never drank alcohol
- ○ I have drank alcohol, but not in the past month
- ○ 1 or 2 days
- ○ 3 to 5 days
- ○ 6 to 9 days
- ○ 10 or more days

Source: Adapted from IRHA 2009 YHS, 2008 Healthy Youth Survey, 2007 Adolescent Health Survey, 2008 YHS, and 2009 Youth Risk Behavior Survey. The time frame was modified from "past 30 days" to "past month" maintain consistency with the time frame used throughout this survey. The definition of one drink of alcohol was added from the IRHA 2009 YHS. Answer options most closely resembled those in the 2008 Healthy Youth Survey, although "0 days" was further broken down into "I have never drank alcohol" and "I have drank alcohol, but not in the past month", and "10 or more days" was made as the upper limit.
Reference: This question was found to have substantial reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).

Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

55. During the **past month** (30 days), on how many days did you have five (5) or more drinks of alcohol within a couple of hours? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)

- ○ I have never drank alcohol
- ○ I have drank alcohol, but not in the past month
- ○ 1 or 2 days
- ○ 3 to 5 days
- ○ 6 to 9 days
- ○ 10 or more days

Source: Adapted from IRHA 2009 YHS, 2008 YHS, 2007 Adolescent Health Survey and 2009 Youth Risk Behaviour Survey. The time frame was modified from "past 30 days" to "past month" to maintain consistency with the time frame used throughout this survey. The definition of one drink of alcohol was added from the IRHA 2009 YHS, and the answer options were modified in that "0 days" was further broken down into "I have never drank alcohol" and "I have drank alcohol, but not in the past month", and "10 or more days" was made as the upper limit.

Reference: This question was found to have substantial reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).

Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

SECTION 11 - Drug Use

56. In the **past month** (30 days), how many times have you…

	0 times	1-2 times	3-9 times	10 or more times
a. Used marijuana/ hashish (pot, weed, etc.)	○	○	○	○
b. Used cocaine or crack	○	○	○	○
c. Used methamphetamines (speed, crystal meth, crank or ice)	○	○	○	○
d. Used ecstasy	○	○	○	○
e. Used LSD or other hallucinogens (shrooms, acid, etc.)	○	○	○	○
f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)	○	○	○	○

Source: This question was created based on stakeholder and expert feedback, and frequency options were based on the analysis of the 2008 YHS.

57. In the **past year** (12 months), how many times have you…

	0 times	1-2 times	3-9 times	10 or more times
a. Used marijuana/ hashish	○	○	○	○
b. Used cocaine or crack	○	○	○	○
c. Used methamphetamines (speed, crystal meth, crank or ice)	○	○	○	○
d. Used ecstasy	○	○	○	○
e. Used LSD or other hallucinogens (shrooms, acid, etc.)	○	○	○	○
f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)	○	○	○	○

Source: This question was created based on stakeholder and expert feedback, and frequency options were based on the analysis of the 2008 YHS.

SECTION 12 - Safety

58. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been drinking alcohol?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

Source: Adapted from 2007 Adolescent Health Survey, 2008 Global School-based Student Health Survey, 2008 Healthy Youth Survey, and 2009 Youth Risk Behavior Survey. Instead of "During the past 30 days", the time frame was changed to "During the past month" to be consistent with the time frame throughout this survey. Also, in the wording of the question, "when" was changed to "after" based on stakeholder and expert feedback. The answer option "0 times" was expanded into "I have never done this" and "I have done this, but not in the past month".
Reference: This question was found to have moderate reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).
Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

59. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had too much to drink?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

Source: Adapted from 2007 Adolescent Health Survey, 2008 Global School-based Student Health Survey, 2008 Healthy Youth Survey, and 2009 Youth Risk Behavior Survey. Instead of "During the past 30 days", the time frame was changed to "During the past month" to be consistent with the time frame throughout this survey. The answer option "0 times" was expanded into "I have never done this" and "I have done this, but not in the past month".
Reference: This question was found to have substantial reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).
Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

60. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been using illegal drugs including marijuana?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

Source: Developed by experts to mirror questions about driving after using alcohol.

61. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had been using illegal drugs including marijuana?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

Source: Developed by experts to mirror questions about driving after using alcohol.

62. How many times in the **past year** (12 months) has anyone done any of the following **TO YOU**:

	Never	1-5 times	6 or more times	Every day
a. Physically threatened or injured you	○	○	○	○
b. Threatened or injured you with a weapon such as a gun, knife or club	○	○	○	○
c. Bullied, taunted or ridiculed you	○	○	○	○
d. Said something bad about your race or culture	○	○	○	○
e. Said something bad about your sexual orientation or gender identity	○	○	○	○
f. Said something bad about your body shape, size or appearance	○	○	○	○
g. Asked for personal information over the internet (e.g. address, phone # or last name)	○	○	○	○
h. Made you feel unsafe when you were in contact with them over the internet	○	○	○	○
i. Bullied or picked on you through the internet (e.g., posted something on Facebook or emailed you)	○	○	○	○

Source: IRHA 2009 YHS. Added (e) "Said something bad about your sexual orientation or gender identity", and (f) "Said something bad about your body shape, size or appearance" which were adapted from 2007 Adolescent Health Survey, but removed IRHA 2009 YHS's "Sexually abused or assaulted you".

63. In general, do you wear…	Never	Rarely	Often	Always	Only when an adult makes me	I do not do this activity
a. A helmet when you ride a bike	○	○	○	○	○	○
b. A helmet when you ride other vehicles (e.g., snowmobile, ATV, dirt bike, motorcycle)	○	○	○	○	○	○
c. A seatbelt when riding in a car, truck or SUV	○	○	○	○	○	○
d. A life vest when you're in a small boat (e.g., canoe, raft, small motor boat)	○	○	○	○	○	○

Source: This question was created based on expert feedback.
Reference: Although this question was created based on expert feedback, the questions about wearing a helmet when riding a bike and seatbelt use when riding in a car/truck/SUV are very similar to those posed in the 2009 YRBS. According to an evaluation of reliability and validity, these questions in the YRBS were both found to have substantial reliability (assuming that this question was unchanged between the 1999 YRBS and the 2009 YRBS—could not locate the 1999 YRBS).

Brener ND, Kann L, McManus T, Kinchen SA, Sundberg EC, Ross JG. 2002. "Reliability of the 1999 Youth Risk Behavior Survey questionnaire." *Journal of Adolescent Health, 31*: 336-342.

SECTION 13 - Sexuality

64. What is your gender identity?
- ○ Female
- ○ Male
- ○ Trans

Source: 2006 Nine Circles Survey (shared by experts).

65. Have you ever questioned your gender identity?
- ○ Yes
- ○ No
- ○ I don't know

Source: This question was created based on expert feedback.

66. Who are you attracted to? **Please choose one.**
- ○ Males
- ○ Females
- ○ Both males and females
- ○ No one

Source: This question was created based on expert feedback.

67. How old were you when you first had sex?
- ○ I have not had sex
- ○ Less than 13 years old
- ○ 13 years old
- ○ 14 years old
- ○ 15 years old
- ○ 16 years old
- ○ 17 years old
- ○ 18 or more years
- ○ I don't know

Source: Adapted from the 2007 Adolescent Health Survey, 2009 Fairfax, 2008 Global School-based Student Health Survey, 2009-2010 Health Behaviours for School-Aged Children, 2009 Youth Risk Behaviours Survey, and 2001 National Survey of Adolescents and Youth.

68. Have you ever had sex when you didn't want to?
- ○ I have not had sex
- ○ Yes
- ○ No
- ○ I don't know

Source: This question was created based on expert feedback. A number of similar questions ask if the participant has had sex/sexual intercourse when they didn't want to, but usually use words "forced" or "pressured".

69. If you have had sex, which method(s) did you and your partner use to prevent sexually transmitted infections (STI's) and/or pregnancy? **Choose all that apply**.
- ○ I have not had sex
- ○ No method was used to prevent pregnancy and/or STI's
- ○ Withdrawal (pulling out before ejaculation)
- ○ Birth control (pills, injection, patch or ring)
- ○ Condoms (male or female)
- ○ Morning after pill
- ○ Sex dam
- ○ Other method

Source: This question was created based on expert feedback.

70. In general, when you have sex how often do you use condoms?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Source: This question was created based on expert feedback, but is adapted from the 2008 Global School-based Student Health Survey.

71. Which of the following are the major reasons you do not use condoms all the time? **Choose all that apply**.
- ○ I have not had sex
- ○ I DO use condoms all the time
- ○ Price – I can't afford it
- ○ I use another form of protection
- ○ I don't know how to use condoms
- ○ It is against my beliefs
- ○ I was under the influence of drugs or alcohol
- ○ I would be too embarrassed to get condoms
- ○ I want a baby
- ○ I trust my partner(s)
- ○ My partner(s) won't wear a condom
- ○ My partner(s) and I are both females
- ○ I don't like how condoms feel
- ○ I only have oral sex

Source: Adapted from 2004 Youth Behaviour Survey. Experts adapted some response options and created additional response options.

72. How often do you feel comfortable talking to the person(s) you are having sex with about using condoms or birth control?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Source: This question was created based on expert feedback.

73. How often do you feel comfortable talking to the person(s) you are having sex with about STI's?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

Source: This question was created based on expert feedback.

74. In the past year, did you have unplanned sex after using alcohol or drugs? **Please choose one**.
- ○ I have not had sex
- ○ I did not have sex in the past year
- ○ Yes, I had unplanned sex after using alcohol or drugs
- ○ No, I did not have unplanned sex after using alcohol or drugs

Source: Adapted from the 2007 Student Drug Use Survey in the Atlantic provinces. "Past 12 months" was changed to "past year" to be consistent with terminology used throughout this survey. Response options were adapted based on expert feedback in order to make them clearer.

75. Have you ever engaged in any type of sexual activity for money, food, shelter, drugs or alcohol?
- ○ Yes
- ○ No
- ○ I don't know

Source: Adapted from the 2004 Youth Behaviour Survey.

76. What are your preferred sources of information about sexuality/puberty/birth control/STI's? **Choose all that apply**.
- ○ Internet
- ○ Friend(s)
- ○ Media (TV, movies, magazines, books, pamphlets)
- ○ Parent/caregiver
- ○ Sibling(s)
- ○ Other family member
- ○ Community Resource Centre
- ○ Teen Clinic
- ○ Telephone help line
- ○ School (teacher, nurse or counsellor, presenter)
- ○ Public health nurse/Women's Health Clinic/Nurse practitioner
- ○ Doctor

Source: Adapted from 2004 Youth Behaviour Survey. Experts adapted some response options and created additional response options.

ONLY COMPLETE IF YOU ARE IN GRADE 11 OR 12.

77. As part of your Physical Education/Health Education (PE/HE) course this year, approximately how many hours of physical activity time outside of regular class time are or were you required to participate in and report to your teacher?
- ○ This is not a requirement
- ○ Less than 10 hours
- ○ 10 hours - 19 hours
- ○ 20 hours - 49 hours
- ○ 50 hours - 74 hours
- ○ 75 hours or more hours
- ○ I don't know

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

78. Which of the following **best** describes how you receive instruction for your PE/HE course this year? **Please choose one**.
    - ○ Face to face instruction from a teacher
    - ○ Web-based learning directed by a teacher
    - ○ A combination of face to face and web-based instruction
    - ○ Through an independent study option course
    - ○ I am not currently taking PE/HE

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

79. Currently, how many times in a school week do you receive PE/HE?
    - ○ I don't have PE/HE this semester
    - ○ 1 class per week
    - ○ 2 classes per week
    - ○ 3 classes per week
    - ○ 4 classes per week
    - ○ 5 classes per week

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

80. Have you ever met with your PE/HE teacher to discuss your out-of-class physical activity?
    - ○ Yes
    - ○ No
    - ○ I don't know
    - ○ Does not apply

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

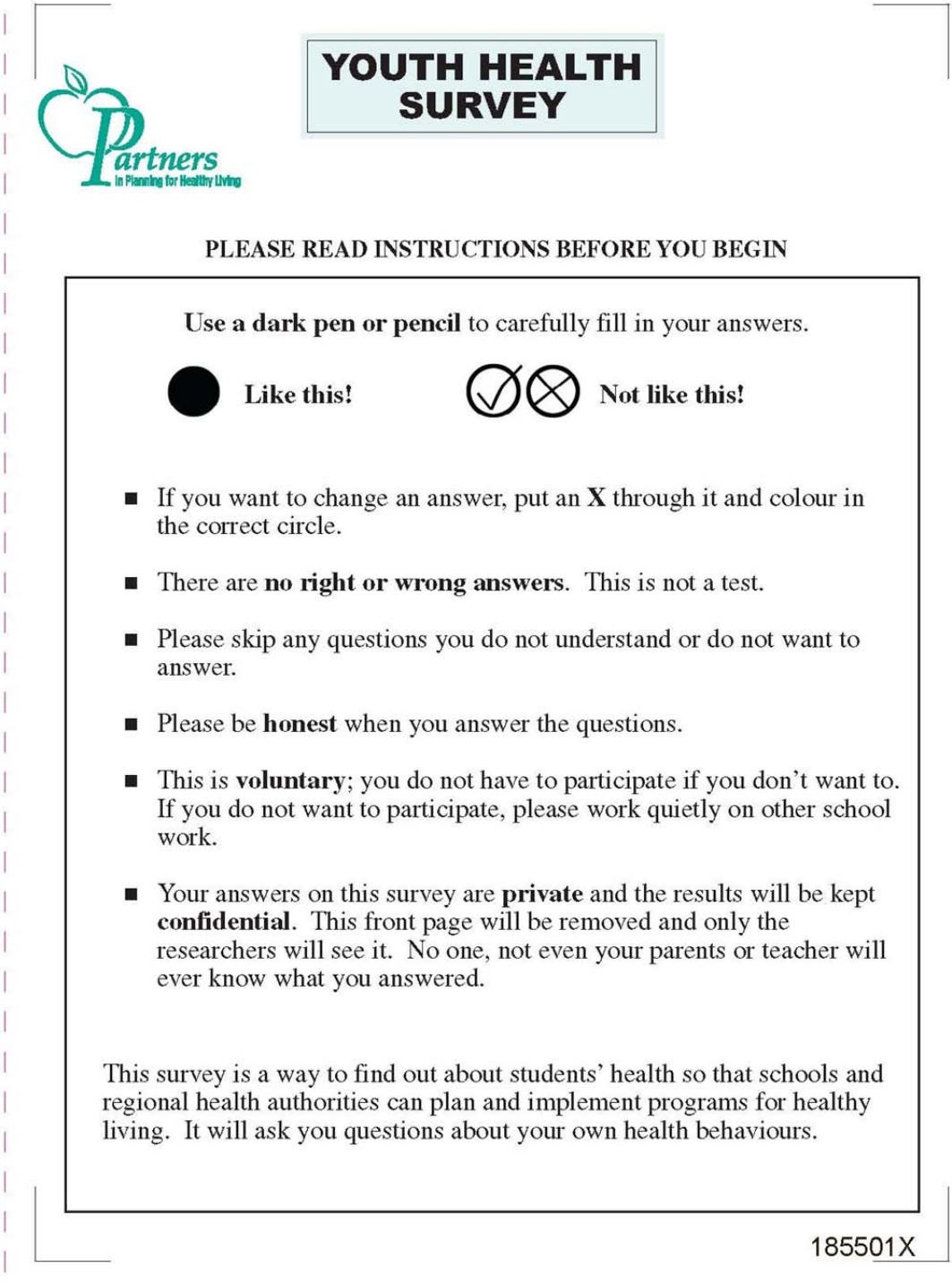
81. During a typical active PE/HE class, how much time do you spend being physically active?
    - ○ None of the time
    - ○ Less than half of the time
    - ○ Half of the time
    - ○ More than half of the time
    - ○ All of the time
    - ○ I don't know

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

82. How hard/vigorous do you find a typical, active PE/HE class?
   - ○ Light (easy, you can do the activity and talk at the same time)
   - ○ Moderate
   - ○ Hard/vigorous (causes you to sweat and be out of breath)

Source: This question was created based on expert feedback (expert panel included Paul Paquin, Grant McManes and Jon McGavock).

Appendix B – YHS Questionnaire Version B



Partners in Planning for Healthy Living

YOUTH HEALTH SURVEY

PLEASE READ INSTRUCTIONS BEFORE YOU BEGIN

Use a dark pen or pencil to carefully fill in your answers.

● **Like this!** ⊘ **Not like this!**

- If you want to change an answer, put an **X** through it and colour in the correct circle.
- There are **no right or wrong answers**. This is not a test.
- Please skip any questions you do not understand or do not want to answer.
- Please be **honest** when you answer the questions.
- This is **voluntary**; you do not have to participate if you don't want to. If you do not want to participate, please work quietly on other school work.
- Your answers on this survey are **private** and the results will be kept **confidential**. This front page will be removed and only the researchers will see it. No one, not even your parents or teacher will ever know what you answered.

This survey is a way to find out about students' health so that schools and regional health authorities can plan and implement programs for healthy living. It will ask you questions about your own health behaviours.

185501X

ONLY COMPLETE IF YOU ARE IN GRADE 11 OR 12.

77. As part of your Physical Education/Health Education (PE/HE) course this year, approximately how many hours of physical activity time outside of regular class time are or were you required to participate in and report to your teacher?
   - ○ This is not a requirement
   - ○ Less than 10 hours
   - ○ 10 hours - 19 hours
   - ○ 20 hours - 49 hours
   - ○ 50 hours - 74 hours
   - ○ 75 hours or more hours
   - ○ I don't know

78. Which of the following **best** describes how you receive instruction for your PE/HE course this year? **Please choose one**.
   - ○ Face to face instruction from a teacher
   - ○ Web-based learning directed by a teacher
   - ○ A combination of face to face and web-based instruction
   - ○ Through an independent study option course
   - ○ I am not currently taking PE/HE

79. Currently, how many times in a school week do you receive PE/HE?
   - ○ I don't have PE/HE this semester
   - ○ 1 class per week
   - ○ 2 classes per week
   - ○ 3 classes per week
   - ○ 4 classes per week
   - ○ 5 classes per week

80. Have you ever met with your PE/HE teacher to discuss your out-of-class physical activity?
   - ○ Yes
   - ○ No
   - ○ I don't know
   - ○ Does not apply

81. During a typical active PE/HE class, how much time do you spend being physically active?
   - ○ None of the time
   - ○ Less than half of the time
   - ○ Half of the time
   - ○ More than half of the time
   - ○ All of the time
   - ○ I don't know

82. How hard/vigorous do you find a typical, active PE/HE class?
   - ○ Light (easy, you can do the activity and talk at the same time)
   - ○ Moderate
   - ○ Hard/vigorous (causes you to sweat and be out of breath)

Thank you for participating in this Youth Health Survey

Partners in Planning for Healthy Living

YOUTH HEALTH SURVEY

Your answers are protected & confidential

SECTION 1 - About You

1. The name of my school is:

   _____

2. The name of my home community is:

   _____

3. What grade are you in?
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11
   - ○ 12

4. How old are you today?
   - ○ 11 or younger
   - ○ 12
   - ○ 13
   - ○ 14
   - ○ 15
   - ○ 16
   - ○ 17
   - ○ 18
   - ○ 19 or older

5. Are you:
   - ○ Male
   - ○ Female

6. How long have you lived in Canada?
   - ○ All of my life
   - ○ Less than 1 year
   - ○ 1 to 2 years
   - ○ 3 to 5 years
   - ○ 6 or more years

7. Without my shoes on, I believe my weight is:

Example: **127 lbs**

Weight Pounds	Weight in Pounds		Weight in Kilograms
0 0 0	0 0 0		0 0 0
● 1 1	1 1 1		1 1 1
2 ● 2	2 2 2		2 2 2
3 3 3	3 3 3		3 3 3
4 4 4	4 4 4		4 4
5 5	5 5 5	**OR**	5 5
6 6	6 6		6 6
7 ●	7 7		7 7
8 8	8 8		8 8
9 9	9 9		9 9

8. Without my shoes on, I think I am this tall:

Example: **5' ft 10"**

Height Feet	Height Inches	Height in Feet	Height in Inches		Height in Centimetres
0	0	0	0		0 0 0
1	1	1	1		1 1 1
2	2	2	2		2 2 2
3	3	3	3		3 3 3
4	4	4	4		4 4
●	5	5	5	**OR**	5 5
6	6	6	6		6 6
7	7	7	7		7 7
	8		8		8 8
	9		9		9 9
	●		10		
	11		11		

9. In general, how do you describe your health?
   - ○ Excellent
   - ○ Very Good
   - ○ Good
   - ○ Fair
   - ○ Poor

10. Do you consider yourself:
    - ○ Overweight?
    - ○ About the right weight?
    - ○ Underweight?

100501X

SECTION 2 - Work and Volunteering

11. Do you have a part-time job outside of school hours? (babysitting, restaurant, etc.)
    - ○ Yes- I work under 15 hours per week
    - ○ Yes- I work 15 or more hours per week
    - ○ No

12. How often do you take part in unpaid volunteer activities/work?
    - ○ Never
    - ○ Once a year
    - ○ Once a month
    - ○ Once a week
    - ○ Daily

13. What kinds of volunteer activities have you participated in? **Choose all that apply**.
    - ○ I do not volunteer
    - ○ Activities at school (yearbook committee, student council, etc.)
    - ○ Support a cause (food bank, environment group, etc.)
    - ○ Fundraising (charity, school trips, etc.)
    - ○ Helping in the community (hospital volunteering, etc.)
    - ○ Doing another volunteer activity without pay

SECTION 3 - Feelings

14. Do you agree with each of the following statements?

	Agree	Disagree
a. I feel close to people at this school	○	○
b. I feel I am part of this school	○	○
c. I am happy to be at this school	○	○
d. I feel safe at my school	○	○
e. I feel safe in my community	○	○
f. I feel safe in my home	○	○
g. I have at least 1 close friend that I can share things with	○	○
h. I feel my family supports me	○	○
i. I feel involved in my community	○	○

15. Do you agree with each of the following statements?

	Agree	Disagree
a. At my school adults care about people my age	○	○
b. At my school, there is an adult who I trust	○	○
c. If I need help, I believe a counselor or other adult could help me	○	○
d. If I need help, I would talk to a counselor or other adult	○	○

16. Please answer the following questions about how you have been feeling during the **past month** (30 days). Fill in the box that best represents how often you have experienced or felt the following:

During the **past month** (30 days), how often did you feel …	Never	Once or twice	About once a week	2 or 3 times a week	Almost everyday	Every day
a. happy	○	○	○	○	○	○
b. interested in life	○	○	○	○	○	○
c. satisfied with life	○	○	○	○	○	○
d. that you had something important to contribute to society	○	○	○	○	○	○
e. that you belonged to a community (like a social group, your school or neighbourhood)	○	○	○	○	○	○
f. that our society is becoming a better place for people like you	○	○	○	○	○	○
g. that people are basically good	○	○	○	○	○	○
h. that the way our society works makes sense to you	○	○	○	○	○	○
i. that you liked most parts of your personality	○	○	○	○	○	○
j. good at managing the responsibilities of your daily life	○	○	○	○	○	○
k. that you had warm and trusting relationships with others	○	○	○	○	○	○
l. that you had experiences that challenged you to grow and become a better person	○	○	○	○	○	○
m. confident to think or express your own ideas and opinions	○	○	○	○	○	○
n. that your life has a sense of direction or meaning to it	○	○	○	○	○	○

17. During the **past 12 months**, did you ever feel so sad or hopeless that you stopped doing some usual activities for awhile?
- ○ Yes
- ○ No

SECTION 4 - Sleep

18. On an average **school** night (Sunday to Thursday), how many hours of sleep do you get?
- ○ 4 or less hours
- ○ 5 hours
- ○ 6 hours
- ○ 7 hours
- ○ 8 hours
- ○ 9 hours
- ○ 10 or more hours

19. On an average **weekend** night (Friday or Saturday), how many hours of sleep do you get?
- ○ 4 or less hours
- ○ 5 hours
- ○ 6 hours
- ○ 7 hours
- ○ 8 hours
- ○ 9 hours
- ○ 10 or more hours

20. How often do you have trouble going to sleep or staying asleep?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

21. How often do you find it difficult to stay awake during class or at school?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

SECTION 5 - Physical Activity

22. How physically active are you at the following times?

	Active	Some-what active	Inactive	Does not apply
Before school	○	○	○	○
Recess/Spare	○	○	○	○
Lunch	○	○	○	○
After school	○	○	○	○

23. Your closest friends are the friends you like to spend the most time with. How many of your 5 closest friends are physically active?
- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

24. In the **past month** (30 days), how often did you participate in before school, lunch-time or after-school physical activities **organized by your school** (e.g., intra-murals, dance club, school team sports)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times per week

25. In the **past month** (30 days), how often did you participate in physical activities **organized outside** of your school with a coach (e.g., hockey, soccer, figure skating, dance, etc.)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times per week

26. In the **past month** (30 days), how often have you played sports or been physically active **without** a coach or instructor present (e.g., biking, skateboarding, skipping, hiking, road hockey, etc.)?
- ○ Never
- ○ Less than once a week
- ○ 1-3 times per week
- ○ 4 or more times a week

27. In a typical **week**, how many days did you partly or fully actively travel to or from school? (e.g., walking, biking, skateboarding)?
- ○ None
- ○ 1 day
- ○ 2 days
- ○ 3 days
- ○ 4 days
- ○ 5 days

28. In a typical **week**, how often is your parent/caregiver physically active **(outside of work)**? This can include walking, running, going to the gym, doing yard work, etc.
- ○ Never
- ○ Rarely
- ○ Often
- ○ I don't know

Hard/vigorous *physical activities increase your heart rate and make you breathe hard and sweat. They can include jogging, team sports, fast dancing, jump rope, etc.*

29. Mark how many minutes of **hard/vigorous** physical activity you did for each day last week. Include activities that lasted for at least 15 minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time.

For example: If you did 1 hour and 15 minutes of hard/vigorous activity on Monday you would shade:

	Hours	Minutes
Monday	0 1 2 3 4	0 15 30 45
Tuesday	0 1 2 3 4	0 15 30 45
Wednesday	0 1 2 3 4	0 15 30 45
Thursday	0 1 2 3 4	0 15 30 45
Friday	0 1 2 3 4	0 15 30 45
Saturday	0 1 2 3 4	0 15 30 45
Sunday	0 1 2 3 4	0 15 30 45

30. What stops you from being more physically active? **Choose all that apply**.
- ○ I believe I am active enough
- ○ I do not like being physically active
- ○ The activities available do not interest me
- ○ I do not think physical activity is important
- ○ It costs too much
- ○ It's hard to find time to be physically active
- ○ I do not have a place to be active
- ○ It's not safe to be active in my neighbourhood
- ○ It's hard to get to activities
- ○ My friends are not active
- ○ My family is not active
- ○ Medical reasons
- ○ Other responsibilities (e.g., work, family, etc.)

Moderate *physical activities are easier activities such as walking, biking and recreational swimming.*

31. Mark how many minutes of **moderate** physical activity you did for each day last week. Include activities that lasted for at least 15 minutes at one time during physical education class, lunch, recess, after school, evenings, and spare time.

For example: If you did 1 hour and 15 min of moderate activity on Monday you would shade:

	Hours	Minutes
Monday	0 1 2 3 4	0 15 30 45
Tuesday	0 1 2 3 4	0 15 30 45
Wednesday	0 1 2 3 4	0 15 30 45
Thursday	0 1 2 3 4	0 15 30 45
Friday	0 1 2 3 4	0 15 30 45
Saturday	0 1 2 3 4	0 15 30 45
Sunday	0 1 2 3 4	0 15 30 45

32. What helps you be physically active or choose to be physically active? **Choose all that apply**.
- ○ I am not physically active
- ○ Family support
- ○ Friend support
- ○ School programs
- ○ Community programs
- ○ Sport Manitoba funding
- ○ Desire to be fit and healthy
- ○ Desire to look a certain way

SECTION 6 - Sun Exposure

33. When you are outside for more than 30 minutes on a sunny day, how often do you seek shade, cover up or wear sunscreen with an SPF of 15 or higher?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

34. Have you ever used any artificial tanning equipment such as a tanning bed, sunlamp or tanning light?
- ○ Yes
- ○ No

SECTION 7 - Screen Time

35. In a typical week, mark how many hours (**outside of school**) you spend in front of a screen, for example, watching tv/movies, playing video/computer games, chatting, text messaging and surfing the internet (e.g., Facebook, Twitter, etc).

	Hours Per Day								
Monday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Tuesday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Wednesday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Thursday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Friday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Saturday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+
Sunday	⓪	①	②	③	④	⑤	⑥	⑦	⑧+

SECTION 8 - Eating

36. **Yesterday**, how many times did you eat or drink the following:

	0	1	2	3	4	5	6	7	8+
100% fruit juice	○	○	○	○	○	○	○	○	○
Fruit (not counting fruit juice)	○	○	○	○	○	○	○	○	○
Green salad	○	○	○	○	○	○	○	○	○
Carrots	○	○	○	○	○	○	○	○	○
Potatoes (not including french fries or potato chips)	○	○	○	○	○	○	○	○	○
Other vegetables (not counting carrots, potatoes or salad)	○	○	○	○	○	○	○	○	○
Whole grains (e.g. whole grain bread, pasta, cereal or brown rice)	○	○	○	○	○	○	○	○	○
Cheese/yogurt	○	○	○	○	○	○	○	○	○
Meat or fish (not fried), eggs, nuts, meat alternatives	○	○	○	○	○	○	○	○	○
Salty or sugary snacks (e.g. potato chips, granola bars, chocolate or cookies)	○	○	○	○	○	○	○	○	○
Fast food (e.g. hot dogs, hamburgers, fries, pizza or chicken nuggets)	○	○	○	○	○	○	○	○	○
Water	○	○	○	○	○	○	○	○	○
Milk (white, chocolate or soy)	○	○	○	○	○	○	○	○	○
Pop/soda (non diet), slurpees, slushies	○	○	○	○	○	○	○	○	○
Diet Pop/soda	○	○	○	○	○	○	○	○	○
Sports drinks (Gatorade, etc.)	○	○	○	○	○	○	○	○	○
Energy drinks (Red Bull, etc.)	○	○	○	○	○	○	○	○	○
Coffee/lattes/iced coffee	○	○	○	○	○	○	○	○	○
Creatine/other supplements	○	○	○	○	○	○	○	○	○
Meal replacement bars or shakes (Vector, Powerbars)	○	○	○	○	○	○	○	○	○

37. Where do you usually eat breakfast?
- ○ At home
- ○ At school
- ○ I do not usually eat breakfast

38. What is the main reason you do not eat breakfast?
- ○ I do eat breakfast
- ○ I do not have time for breakfast
- ○ I cannot eat early in the morning
- ○ There is not always enough food in my home

39. For lunch on school days do you: **(Choose all that apply).**
- ○ Bring lunch from home
- ○ Eat lunch at home
- ○ Buy lunch at the school cafeteria/canteen
- ○ Eat at a fast food restaurant or store
- ○ Don't eat lunch
- ○ My school provides lunch

40. How often do you eat dinner (the evening meal) with the people you live with?
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

SECTION 9 - Tobacco Use

41. Have you ever tried smoking a cigarette, even just a few puffs?
- ○ Yes
- ○ No

42. Have you smoked 100 or more whole cigarettes in your entire life?
- ○ Yes
- ○ No

43. During the **past month** (30 days), did you smoke a cigarette, even just a few puffs?
- ○ Yes, every day
- ○ Yes, almost every day
- ○ Yes, some days
- ○ No

44. At any time during the next year do you think you will smoke a cigarette?
- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

45. Do you think in the future you might try smoking cigarettes?
- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

46. If one of your best friends was to offer you a cigarette would you smoke it?
- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

47. During the **past month** (30 days), did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
- ○ Yes, every day
- ○ Yes, almost every day
- ○ Yes, some days
- ○ No

48. During the **past month** (30 days), did you smoke cigars, cigarillos, or little cigars?
- ○ Yes, every day
- ○ Yes, almost every day
- ○ Yes, some days
- ○ No

49. Where do you usually get your cigarettes? **Choose all that apply.**
- ○ I do not smoke
- ○ I buy them myself at a store
- ○ I buy them from a friend or someone else
- ○ I ask someone to buy them for me
- ○ My brother or sister gives them to me
- ○ My parent or caregiver gives them to me
- ○ A friend or someone else gives them to me
- ○ I take them from my mother, father or siblings
- ○ I take them from a friend or someone else

50. How often are you exposed to second hand smoke?
- ○ Every day
- ○ Almost every day
- ○ About once a week
- ○ About once a month
- ○ Less than once a month
- ○ Never

51. During the **past month** (30 days), were you exposed to second hand smoke…

	Yes	No	Don't Work
a. in your home?	○	○	
b. on school grounds?	○	○	
c. while at work?	○	○	○
d. in a vehicle?	○	○	
e. in public?	○	○	

52. Do you want to stop your use of tobacco?
- ○ I have never used tobacco
- ○ I have already stopped (for at least the last month)
- ○ Yes, within a month
- ○ Yes, within 6 months
- ○ Yes, but I am not sure when
- ○ No, I do not want to stop

53. If students are caught breaking the smoking rules at this school, do they get into trouble?
- ○ Yes
- ○ No
- ○ I don't know

SECTION 10 - Alcohol (This includes drinking such things as beer, wine, coolers and liquor such as rum, gin, vodka or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes)

54. During the **past month** (30 days), on how many days did you have at least one drink of alcohol? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)
- ○ I have never drank alcohol
- ○ I have drank alcohol, but not in the past month
- ○ 1 or 2 days
- ○ 3 to 5 days
- ○ 6 to 9 days
- ○ 10 or more days

55. During the **past month** (30 days), on how many days did you have five (5) or more drinks of alcohol within a couple of hours? (One drink of alcohol is defined as a bottle of beer, a glass of wine, a shot of liquor or a cooler)
- ○ I have never drank alcohol
- ○ I have drank alcohol, but not in the past month
- ○ 1 or 2 days
- ○ 3 to 5 days
- ○ 6 to 9 days
- ○ 10 or more days

SECTION 11 - Drug Use

56. In the **past month** (30 days), how many times have you…

	0 times	1-2 times	3-9 times	10 or more times
a. Used marijuana/ hashish (pot, weed, etc.)	○	○	○	○
b. Used cocaine or crack	○	○	○	○
c. Used methamphetamines (speed, crystal meth, crank or ice)	○	○	○	○
d. Used ecstasy	○	○	○	○
e. Used LSD or other hallucinogens (shrooms, acid, etc.)	○	○	○	○
f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)	○	○	○	○

57. In the **past year** (12 months), how many times have you…

	0 times	1-2 times	3-9 times	10 or more times
a. Used marijuana/ hashish	○	○	○	○
b. Used cocaine or crack	○	○	○	○
c. Used methamphetamines (speed, crystal meth, crank or ice)	○	○	○	○
d. Used ecstasy	○	○	○	○
e. Used LSD or other hallucinogens (shrooms, acid, etc.)	○	○	○	○
f. Taken a prescription or over-the-counter drug to get high (painkillers, Ritalin, Oxycontin, Xanax, etc.)	○	○	○	○

SECTION 12 - Safety

58. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been drinking alcohol?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

59. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had too much to drink?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

60. During the **past month** (30 days), how many times did you **drive** a car or other vehicle after you had been using illegal drugs including marijuana?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

61. During the **past month** (30 days), how many times did you **ride in** a car or other vehicle **driven by someone** who had been using illegal drugs including marijuana?
- ○ I have never done this
- ○ I have done this, but not in the past month
- ○ 1 time
- ○ 2 or 3 times
- ○ 4 or more times

62. How many times in the **past year** (12 months) has anyone done any of the following **TO YOU**:

	Never	1-5 times	6 or more times	Every day
a. Physically threatened or injured you	○	○	○	○
b. Threatened or injured you with a weapon such as a gun, knife or club	○	○	○	○
c. Bullied, taunted or ridiculed you	○	○	○	○
d. Said something bad about your race or culture	○	○	○	○
e. Said something bad about your sexual orientation or gender identity	○	○	○	○
f. Said something bad about your body shape, size or appearance	○	○	○	○
g. Asked for personal information over the internet (e.g. address, phone # or last name)	○	○	○	○
h. Made you feel unsafe when you were in contact with them over the internet	○	○	○	○
i. Bullied or picked on you through the internet (e.g., posted something on Facebook or emailed you)	○	○	○	○

63. In general, do you wear…	Never	Rarely	Often	Always	Only when an adult makes me	I do not do this activity
a. A helmet when you ride a bike	○	○	○	○	○	○
b. A helmet when you ride other vehicles (e.g., snowmobile, ATV, dirt bike, motorcycle)	○	○	○	○	○	○
c. A seatbelt when riding in a car, truck or SUV	○	○	○	○	○	○
d. A life vest when you're in a small boat (e.g., canoe, raft, small motor boat)	○	○	○	○	○	○

SECTION 13 - Sexuality

64. What is your gender identity?
- ○ Female
- ○ Male
- ○ Trans

65. Have you ever questioned your gender identity?
- ○ Yes
- ○ No
- ○ I don't know

66. Who are you attracted to? **Please choose one**.
- ○ Males
- ○ Females
- ○ Both males and females
- ○ No one

67. How old were you when you first had sex?
- ○ I have not had sex
- ○ Less than 13 years old
- ○ 13 years old
- ○ 14 years old
- ○ 15 years old
- ○ 16 years old
- ○ 17 years old
- ○ 18 or more years
- ○ I don't know

68. Have you ever had sex when you didn't want to?
- ○ I have not had sex
- ○ Yes
- ○ No
- ○ I don't know

69. If you have had sex, which method(s) did you and your partner use to prevent sexually transmitted infections (STI's) and/or pregnancy? **Choose all that apply**.
- ○ I have not had sex
- ○ No method was used to prevent pregnancy and/or STI's
- ○ Withdrawal (pulling out before ejaculation)
- ○ Birth control (pills, injection, patch or ring)
- ○ Condoms (male or female)
- ○ Morning after pill
- ○ Sex dam
- ○ Other method

70. In general, when you have sex how often do you use condoms?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

71. Which of the following are the major reasons you do not use condoms all the time? **Choose all that apply**.
- ○ I have not had sex
- ○ I DO use condoms all the time
- ○ Price – I can't afford it
- ○ I use another form of protection
- ○ I don't know how to use condoms
- ○ It is against my beliefs
- ○ I was under the influence of drugs or alcohol
- ○ I would be too embarrassed to get condoms
- ○ I want a baby
- ○ I trust my partner(s)
- ○ My partner(s) won't wear a condom
- ○ My partner(s) and I are both females
- ○ I don't like how condoms feel
- ○ I only have oral sex

72. How often do you feel comfortable talking to the person(s) you are having sex with about using condoms or birth control?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

73. How often do you feel comfortable talking to the person(s) you are having sex with about STI's?
- ○ I have not had sex
- ○ Never
- ○ Rarely
- ○ Often
- ○ Always

74. In the past year, did you have unplanned sex after using alcohol or drugs? **Please choose one**.
- ○ I have not had sex
- ○ I did not have sex in the past year
- ○ Yes, I had unplanned sex after using alcohol or drugs
- ○ No, I did not have unplanned sex after using alcohol or drugs

75. Have you ever engaged in any type of sexual activity for money, food, shelter, drugs or alcohol?
- ○ Yes
- ○ No
- ○ I don't know

76. What are your preferred sources of information about sexuality/puberty/birth control/STI's? **Choose all that apply**.
- ○ Internet
- ○ Friend(s)
- ○ Media (TV, movies, magazines, books, pamphlets)
- ○ Parent/caregiver
- ○ Sibling(s)
- ○ Other family member
- ○ Community Resource Centre
- ○ Teen Clinic
- ○ Telephone help line
- ○ School (teacher, nurse or counsellor, presenter)
- ○ Public health nurse/Women's Health Clinic/Nurse practitioner
- ○ Doctor

ONLY COMPLETE IF YOU ARE IN GRADE 11 OR 12.

77. As part of your Physical Education/Health Education (PE/HE) course this year, approximately how many hours of physical activity time outside of regular class time are or were you required to participate in and report to your teacher?
   - ○ This is not a requirement
   - ○ Less than 10 hours
   - ○ 10 hours - 19 hours
   - ○ 20 hours - 49 hours
   - ○ 50 hours - 74 hours
   - ○ 75 hours or more hours
   - ○ I don't know

78. Which of the following **best** describes how you receive instruction for your PE/HE course this year? **Please choose one**.
   - ○ Face to face instruction from a teacher
   - ○ Web-based learning directed by a teacher
   - ○ A combination of face to face and web-based instruction
   - ○ Through an independent study option course
   - ○ I am not currently taking PE/HE

79. Currently, how many times in a school week do you receive PE/HE?
   - ○ I don't have PE/HE this semester
   - ○ 1 class per week
   - ○ 2 classes per week
   - ○ 3 classes per week
   - ○ 4 classes per week
   - ○ 5 classes per week

80. Have you ever met with your PE/HE teacher to discuss your out-of-class physical activity?
   - ○ Yes
   - ○ No
   - ○ I don't know
   - ○ Does not apply

81. During a typical active PE/HE class, how much time do you spend being physically active?
   - ○ None of the time
   - ○ Less than half of the time
   - ○ Half of the time
   - ○ More than half of the time
   - ○ All of the time
   - ○ I don't know

82. How hard/vigorous do you find a typical, active PE/HE class?
   - ○ Light (easy, you can do the activity and talk at the same time)
   - ○ Moderate
   - ○ Hard/vigorous (causes you to sweat and be out of breath)

Thank you for participating in this Youth Health Survey

Appendix C – YHS Communication Templates

C1) RHA briefing note (internal RHA communication)

Insert RHA Logo

Manitoba Youth Health Survey

BRIEFING NOTE FOR THE PUBLIC

Background	The Manitoba Youth Health Survey (YHS) was first implemented province-wide in 2009 to provide a snapshot of youth health behaviors. The information gathered from the survey is used to create school specific feedback reports for schools, school divisions and RHAs so these communities could begin discussing youth health and create plans that best fits their population. Manitoba Education is also using the YHS information on physical activity levels as part of an ongoing evaluation of its mandatory physical education program in secondary schools.
2012 Target Sample	All youth in grades 7-12.
Anticipated data collection	2012/2013 school year
Partners	✦ [insert RHA] ✦ School Divisions (insert names of SD) ✦ Partners in Planning for Healthy Living (http://partners.healthincommon.ca)
About the survey (enclosed sample)	30-40 minutes to complete - during class time (typically all students will complete the survey on same day and time) The YHS has been updated from the 2009 version through a lengthy process involving various stakeholders and content experts. Many questions are the same, however there are some new sections including sleep patterns, sun/UV exposure, sexual health, phys ed curriculum grades 11 & 12. The survey is also available in French.
Other details	The survey answers provided by students will be protected and confidential. Participation by students is voluntary. Parents will receive a letter informing them of the survey and the process that allows them to opt out their child from participation if they chose. Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics).
Letters of Support	School divisions will receive reports at the school division and school levels. Superintendents and school principals have received a letter jointly signed by Hon. Kevin Chief, Hon. Nancy Allan and Hon. Jim Rondeau encouraging participation in this survey.
Contact information	[insert regional contact information]

Partners in Planning for Healthy Living

C2) School division and school YHS briefing note

Insert RHA logo

Manitoba Youth Health Survey
2012 Data Collection

Insert School logo

BRIEFING NOTE FOR SCHOOL DIVISIONS AND SCHOOLS

What is the Youth Health Survey (YHS)?	• The Manitoba Youth Health Survey (YHS) was first implemented province-wide in 2008. • The purpose of the YHS is to provide a snapshot of youth health. • The information gathered from the survey is valuable for health planning and programming within your own school and community. • Manitoba Education is also using the YHS information on physical activity levels as part of an ongoing evaluation of its mandatory Grade 11 & 12 physical education/health education curriculum.
Who will participate?	All youth in grades 7-12
When will the YHS take place?	October to December 2012
Partners	✦ [insert RHA] ✦ School Divisions (insert names of SD) ✦ Partners in Planning for Healthy Living (http://partners.healthincommon.ca)
About the Survey (enclosed samples)	• 30-40 minutes to complete - during class time (typically all students will complete the survey on same day and time) • Repeated Content Areas: demographics, physical activity, healthy eating, smoking, alcohol and substance abuse • Enhanced content Areas: mental health, school connectedness • New Content Areas: sleep patterns, sun/UV exposure, injury prevention, sexual health, grade 11 & 12 physical education/health education curriculum. • The survey is also available in French.
Other Details	• The survey answers provided by students will be protected and confidential. Participation by students is voluntary. Parents will receive a letter informing them of the survey and the process that allows them to opt out their child from participation if they chose. • Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics). • Schools & school divisions will receive feedback reports containing the results for their youth. • Superintendents and school principals have received a letter jointly signed by Hon. Kevin Chief, Hon. Nancy Allan and Hon. Jim Rondeau encouraging participation in this survey.
Letters of Support	
Contact Information	[insert regional contact information]

C3) Teacher briefing note

Insert RHA Logo

Manitoba Youth Health Survey
2012 Data Collection

BRIEFING NOTE FOR TEACHERS

Your school has agreed to participate in the Manitoba Youth Health Survey (YHS). The survey asks students about various health behaviours in order to provide schools and RHAs with local level information for program planning and development.

What is the Youth Health Survey (YHS)?	• The Manitoba Youth Health Survey (YHS) was first implemented province-wide in 2008. • The purpose of the YHS is to provide a snapshot of youth health. • The information gathered from the survey is valuable for health planning and programming within your own school and community. • Manitoba Education is also using the YHS information on physical activity levels as part of an ongoing evaluation of its mandatory Grade 11 & 12 physical education/health education curriculum.
Who will participate?	All youth in grades 7-12.
When will the YHS take place?	October to December 2012
Partners	✦ [insert RHA] ✦ (insert name) School Divisions ✦ Partners in Planning for Healthy Living(http://partners.healthincommon.ca)
About the Survey (enclosed samples)	• 30-40 minutes to complete - during class time (typically all students will complete the survey on same day and time) • Multiple choice questions on physical activity, healthy eating, smoking, alcohol, substance abuse, school connectedness, mental health, injury prevention, sleep patterns, sun/UV exposure, sexual health and grade 11 & 12 physical education/health education curriculum. • The survey answers provided by students will be protected and confidential. Participation by students is voluntary. Parents will receive a letter informing them of the survey and the process that allows them to opt out their child from participation if they chose. • Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics). • School divisions will receive reports at the school division and school levels. • The survey is also available in French.
Contact Person	[insert regional contact information]
Date that survey will take place in your classroom	**[insert date here]**

C4) Parent briefing note

Insert RHA logo

Manitoba Youth Health Survey
2012 Data Collection

Insert School logo

UPDATE TO PARENT(S)/GUARDIAN(S)

Your child's school has agreed to participate in the Manitoba Youth Health Survey (YHS). The survey asks students about various health behaviours in order to provide schools and RHAs with local level information for program planning and development.

What is the Youth Health Survey (YHS)?

- The Manitoba Youth Health Survey (YHS) was first implemented province-wide in 2008.
- The purpose of the YHS is to provide a snapshot of youth health.
- The information gathered from the survey is valuable for health planning and programming within your own school and community.
- Manitoba Education is also using the YHS information on physical activity levels as part of an ongoing evaluation of its mandatory Grade 11 & 12 physical education/health education curriculum.

Who will participate? All youth in grades 7-12.

When will the YHS take place? **[insert date here]**

Partners

- [insert RHA]
- (insert name) School Divisions
- Partners in Planning for Healthy Living(http://partners.healthincommon.ca)

About the Survey (enclosed samples)

- 30-40 minutes to complete - during class time (typically all students will complete the survey on same day and time)
- Multiple choice questions on physical activity, healthy eating, smoking, alcohol, substance abuse, school connectedness, mental health, injury prevention, sleep patterns, sun/UV exposure, sexual health and grade 11 & 12 physical education/health education curriculum.
- The survey answers provided by students will be protected and confidential. Participation by students is voluntary. You will receive a letter informing you of the survey and the process that allows you to opt out your child from participation if you chose.
- Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics). Schools & school divisions will receive feedback reports containing the results for their youth.
- The survey is also available in French.

Contact Person [insert regional contact information]

Permission You and your child are the only ones who will decide whether your child will be part of the Youth Health Survey. There are no known risks for students to take part in this study. If you child is 18 or older, they have the legal right to decide about the survey on their own.

If you do **NOT** want your child to complete the Youth Health Survey, or if you have any questions about the survey, please contact <insert RHA contact> or <insert school contact> If you leave a phone message, please include:

- Your child or children's name(s)
- Your child or children's grade(s)
- The name of their school, and
- The name of their homeroom/classroom teacher

C5) Parent passive consent notification/letter (see below for further information on consent processes)

[Insert School Logo]

[Insert RHA Logo]

Partners in Planning for Healthy Living
www.healthincommon.ca/

<Insert date>

Dear Parent(s)/Guardian(s),

RE: **Manitoba Youth Health Survey**

Your child's school <insert school here> will participate in the Manitoba Youth Health Survey (YHS) during the fall/winter 2012.

The YHS was previously implemented by local regional health authorities (RHAs) in schools across Manitoba between 2006 and 2008. The survey asks students about various youth health behaviours in order to provide schools, RHAs and communities with local level information for program planning and development. Since the last implementation of the YHS, the questionnaire has been expanded to include new content areas such as mental health and injury prevention and sexual health.

Please read the details below and decide if you agree to have your child complete the survey.

Details about the Youth Health Survey (YHS)

Students will complete the survey, which takes between 30 and 40 minutes to complete, during school hours with a teacher present to supervise, on a date chosen by the school.

- The survey asks students multiple choice questions about physical activity, healthy eating, smoking, alcohol, substance abuse, school connectedness, mental health, injury prevention, sleep patterns, sexual health, sun/UV exposure and grade 11 & 12 physical education/health education curriculum.
- The survey answers provided by students will be protected and confidential. They **will not** be given to teachers, the school, or anyone else.
- Participation by students is voluntary. You can refuse to have your child take part in the survey at any time, with no penalty. Your child will not take part in the survey if you as a parent decide they should not do so OR if they do not agree to take part. Students who choose not to participate will continue to work quietly on other school work.
- Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics).
- The data we gather from the survey will be stored at CancerCare Manitoba for 7 years. Only research staff will have access to the written surveys.
- Although we do not anticipate any risks from participation in this study, you should be aware that taking part in the survey may expose your son or daughter to information on topics which are new.
- You can see a copy of the survey questions in the school's main office.

Permission

You and your child are the only ones who will decide whether your child will be part of the Youth Health Survey. There are no known risks for students to take part in this study. If your child is 18 or older, they have the legal right to decide about the survey on their own. If you or your child has any concerns about the survey, please contact <insert RHA contact & number> or <insert school contact & number>

If you do **NOT** want your child to complete the Youth Health Survey, or if you have any questions about the survey, please contact <insert school contact& number> or <RHA contact& number>. If you leave a phone message, please include:

- your child or children's name(s)
- your child or children's grade(s)
- the name of their school, and
- the name of their homeroom/classroom teacher

Thank you for taking the time to read this information.

Sincerely,

[School contact] [RHA contact}

C6) Parent active consent notification/letter

Insert School Logo

<Insert date>

Dear Parent(s)/Guardian(s),

RE: **Manitoba Youth Health Survey**

Insert RHA Logo

Your child's school <insert school here> will participate in the Manitoba Youth Health Survey (YHS) during the fall/winter 2012.

The YHS was previously implemented by local regional health authorities (RHAs) in schools across Manitoba between 2006 and 2008. The survey asks students about various youth health behaviours in order to provide schools and RHAs with local level information for program planning and development. Since the last implementation of the YHS, the questionnaire has been expanded to include new content areas such as mental health, injury prevention and sexual health.

Please read the details below and decide if you will agree to have your child complete the survey.

Details about the Youth Health Survey (YHS)

Students will complete the survey, which takes between 30 and 40 minutes to complete, during school hours with a teacher present to supervise, on a date chosen by the school.

- The survey asks students multiple choice questions about physical activity, healthy eating, smoking, alcohol, substance abuse, school connectedness, mental health, injury prevention, sleep patterns, sexual health, sun/UV exposure and grade 11 & 12 physical education/health education curriculum.
- The survey answers provided by students will be protected and confidential. They **will not** be given to teachers, the school, or anyone else.
- Participation by students is voluntary. You can refuse to have your child take part in the survey at any time, with no penalty. Your child will not take part in the survey if you as a parent decide they should not do so OR if they do not agree to take part. Students who choose not to participate will continue to work quietly on other school work.
- Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics).
- The data we gather from the survey will be stored at CancerCare Manitoba for 7 years. Only research staff will have access to the written surveys.
- Although we do not anticipate any risks from participation in this study, you should be aware that taking part in the survey may expose your son or daughter to information on topics which are new.
- You can see a copy of the survey questions in the school's main office.

Permission

You and your child are the only ones who will decide whether your child will to be part of the Youth Health Survey. There are no known risks for students to take part in this survey. If your child is 18 or older, they have the legal right to decide about the survey on their own. If you or your child has any concerns about the survey, please contact <insert RHA contact info> or <insert school contact info>. If you would like your child to have the opportunity to participate in the survey, please sign the attached form and return it to the school office.

Thank you for taking the time to read this information.

Sincerely,

[Insert School contact] [Insert RHA contact]

Parent Consent Form for Student Participation in Manitoba Youth Health Survey

[Insert School Logo]

[Insert RHA Logo]

I give permission for our child to participate in the Manitoba Youth Health Survey. We also understand that participation in this project is voluntary and that we or our child may choose to withdraw participation at any time. Results of this project will be kept private and confidential.

I hereby consent, without further consideration, that my child may take part in the Manitoba Youth Health Survey.

Name of Student: _____

Name of Parent (please print): _____

Name of School: _____

Parent Signature: _____ Date: _____

Please submit the completed permission form to your child's school office by **XXX, 2011.**

Appendix D – Teacher and Classroom Instructions for the Administration of the YHS

Insert RHA Logo

Manitoba Youth Health Survey

TEACHER INSTRUCTIONS

General information:

- Please advise your students of this survey one week prior to the survey date so that they are aware that it will be taking place.
- The survey will take approximately 30-40 minutes to complete.
- Please administer the survey as you would a test. That is, students should work independently and quietly.
- For confidentiality reasons, **do not help students with interpretation of questions**. Students should skip questions they have difficulty answering.
- The survey is voluntary – students may choose to not participate.

Step-by-step instructions for day of survey:

1. Please read aloud the attached Classroom Instructions *(enclosed form)*.
2. Distribute one survey per student.
   - Please distribute surveys according to the student name printed on the front of survey. Remove front page from each survey as you are distributing them and place these front pages in the enclosed classroom envelope.
   - Please check your list of students without consent or those who have opted out to ensure that students on this list do not receive a survey.
   - If a student indicates to you that they do not wish to participate, please do not give them a survey and ask them to continue with their other school work.
3. Complete the teacher feedback form on the attached classroom envelope.
4. As students complete the survey, place completed surveys in the second, large classroom envelope.
5. Seal envelopes once all surveys are returned.
6. Return sealed envelopes **and** unused surveys to the school office.

Partners in Planning for Healthy Living

Thank You

Manitoba Youth Health Survey

Insert RHA logo

CLASSROOM INSTRUCTIONS

Teacher: Please read the following instructions aloud to your students before distributing questionnaires.

Thousands of students across the province, just like you, will be completing this Youth Health Survey. It will take approximately 30-40 minutes to complete. This important survey will help your school and local regional health authority better understand the health of students so that they can plan and implement programs for healthy living.

The survey covers topics of physical activity, healthy eating, smoking, alcohol, substance use, school connectedness, mental health, injury prevention, sleep patterns, sun/UV exposure, sexual health and grade 11 & 12 physical education/health education curriculum.

Remember, there are NO RIGHT OR WRONG ANSWERS. This is not a test.

- The survey is private and the results will be kept confidential.
- This survey is voluntary; you do not have to participate if you don't want to. If you do not wish to participate, please continue quietly with your other school work.
- No one will ever know what YOU answered (e.g., parents, teachers).
- Student code information that is collected during the YHS will be used in the future to connect the YHS dataset to other datasets (such as provincial Early Child Development data) or to connect the 2012 YHS with future YHS datasets. This will only be done in a secure environment and only for projects that are approved by relevant research authorities (ie. University of Manitoba Ethics).
- Once you are finished please place your survey into the classroom envelope.

It is very important that you answer honestly and truthfully, otherwise the information will not be useful. Please skip any questions you do not understand or do not want to answer. You can withdraw from participating in this survey at any time.

Use a PEN to fill in your answers. Carefully fill in the boxes or it won't scan properly. (Show students)

Appendix E – Rules for Scanning and Validating the Youth Health Survey

Rules for scanning and validating Youth Health Surveys

Part A: Labeling and Transferring Data to CancerCare Manitoba (CCMB)

1) Survey data should only be sent once a school division has been scanned completely. You may send data in larger batches (eg- two school divisions together, or by RHA) but it should never be sent in smaller batches (eg- only one school at a time, or incomplete school divisions).

2) There are two ways you can send the data to CCMB:

   a. Electronic file by email- if your system allows it, you can send the Access databases by email. If so, the data **must** be in a zipped, password-protected folder. The password must be sent verbally by phone or in a separate email. **Note: we would prefer all passwords to come via phone.** All databases should be sent to Tannis Erickson at tannis.erickson@cancercare.mb.ca with a CC to Lin Xue (lin.xue@cancercare.mb.ca). Passwords can be phoned in to Tannis Erickson at 204-235-3326 or Lin Xue at 204-787-8793. Please do **not** leave passwords in a voicemail message.

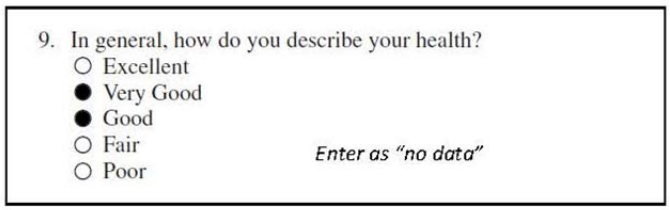
   b. By CD- you can also send hard copies of the Access databases on a CD by mail or courier. If so, the CD **must** be password protected. You may send CD's by regular mail or courier but the RHA is responsible for all delivery expenses. The CD password must be sent verbally by phone or in a separate email. **Note: we would prefer all passwords to come via phone.** All databases should be sent to Tannis Erickson at tannis.erickson@cancercare.mb.ca with a CC to Lin Xue (lin.xue@cancercare.mb.ca). Passwords can be phoned in to Tannis Erickson at 204-235-3326 or Lin Xue at 204-787-8793. Please do **not** leave passwords in a voicemail message.

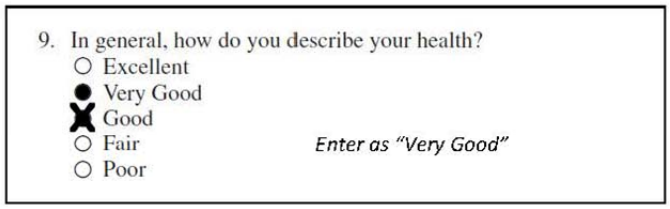
3) When labeling data (whether by electronic file or CD), please label by RHA with a note of the school divisions included in the dataset. Please use the pre-assigned RHA and School Division codes included on your Master School List.

Part B: General Rules for Scanning

1) If a student selects/fills in more than one circle when only one circle is allowed, this should be entered as "no data" as we can not assume to know which answer they meant. Be careful as the scanner will often choose a random answer arbitrarily.

   Exception: if you can tell for certain that one selection is the correct answer. Students have been instructed to put an "X" through an incorrect answer and fill in the correct circle if they make a mistake or want to change an answer. Similarly, if they have made a note or another clear indication of which answer they would like, you can choose that answer.





2) If a student only fills out a part of the survey or only a few questions, the survey **still counts** and all the questions left blank are entered as "no data."

3) "No data" does not equal 0. These are **not** interchangeable- "no data" should only be used when the question is left blank or two or more answers were selected.

   Exceptions: Q 7, 8, 29, 31, 35 & 36 have specific rules. See *Question Specific Rules* for more detailed information.

4) There are a number of questions on the survey that instruct the student to "Choose all that apply." For these questions, the scanner will allow the student to fill in as many possible answer choices as they would like (ie- more than one bubble may be coloured in). As a result, you will be prompted to validate each of the answer choices. If a choice is shaded, you will enter the answer choice, if it is left blank, you will enter "no data." If none of the possible bubbles are shaded in, every answer choice will be entered as "no data."
5) Please keep a blank survey on hand with the **random ID blacked out**. If you come across a survey that is missing a page, just scan the appropriate page from your blank copy in the correct order. All of the answers for the substitute page will be "no data." Since the scanner is programmed to recognize a 10 page survey, there can be no missing pages or it will throw the whole batch off.

Part C: Dealing with Suspicious Surveys, Survey Fatigue & Written Comments

1) Be aware of "suspicious" survey answers, meaning that the student clearly did not fill out the survey with genuine responses. Use the Suspicious Surveys & Fatigue Tracking Log to keep track of the survey id's (bottom right corner of odd pages). You should still scan these surveys as normal, just make a note if something seems suspicious so that the analysts at CancerCare can go back and check if they need to.

   Example of suspicious surveys:
   - Q 36- a student says that they ate 8+ of every food listed in the entire question
   - Q 55 or 57- a student says that they used every drug listed ten or more times
   - Students have scribbled all over the survey and/or written profane or joke comments throughout

2) Track survey fatigue on the Suspicious Surveys & Fatigue Tracking Log. If you notice that at the beginning of a survey, the circles are shaded in neatly but towards the end of the survey they become sloppy, this may indicate survey fatigue. Continue to scan this survey normally but keep track of how often this happens on the same Suspicious Surveys and Fatigue Tracking Log.

Note: You only need to use one Suspicious Survey and Fatigue Log but please try to organize it by school or school division if possible.

3) Written Comments on Surveys: If a student has written a comment on a survey that needs to be addressed, please photocopy **the page with the comment on it only** and email/mail this page, along with the name of the school involved, to the RHA contact on the YHS Implementation Team. Examples of comments that need to be addressed include anything to do with abuse, harming oneself or harming others, etc.)

Part D: Question Specific Rules

Q1 The RHA, school division and school names are entered during the batch creation. You will enter these only once at the beginning of each batch, no validation is required on individual surveys. Note: Although RHA and School Division are not asked on the survey, a field will appear for you to fill them in at the beginning of each batch. Please use the pre-assigned RHA, Division and School codes included on your Master School List.

Q2 The home community will have to be verified/re-typed for each individual survey. Students may use a variety of spellings and short names for communities. The scanner should choose the full name of the community and enter it consistently whenever possible.

Example: The community of Point Douglas in Winnipeg may be entered as Pt Doug, PD, Point Doug, Pt Douglas, Point Doug Winnipeg, etc. The scanner should fill in Point Douglas in all cases where there is an obvious nickname/spelling error. However, if the nickname is different enough that you are unsure (eg- most students say Point Douglas but one student says "North Main Street"), you cannot assume that they mean Point Douglas. In any case where you are unsure, enter the community name exactly as it is written on the survey.

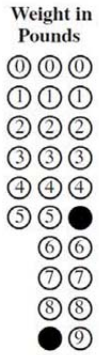
Q6 It is possible that a student may accurately enter *both* "All of my life" and "6 or more years." If this happens, choose "All of my life". If any other combination of two circles are filled in, enter "no data."

Q7

- If <u>both</u> pounds and kilograms are completed, enter both. If <u>neither</u> is filled out, enter "no data."

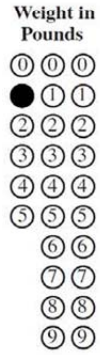
- When entering either pounds or kilograms respectively, if the first column (hundreds) is blank but the second and third columns (tens and ones) are filled in correctly, enter a "no data" in the first column and the respective amounts in the second and third columns.

Enter "no data" for the first column, "9" for the second column and "5" for the third column. The response in the database would appear as "95."



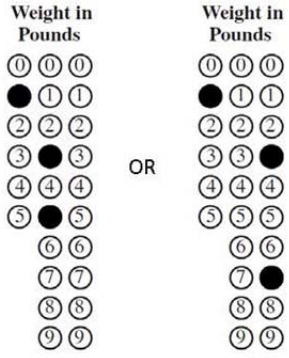
- If the first column (hundreds) is filled in but <u>either</u> the second or third columns (tens and ones) are left blank, the whole answer is invalid and must be entered as "no data."

Enter "no data" for all columns. The response in the database would appear as "no data no data no data."



- If a student fills in two bubbles in the same column <u>anywhere</u> within a pounds or kilograms response, the answer is invalid and should be entered as "no data."

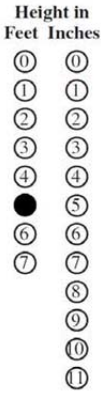
Enter "no data" for all columns. The response in the database would appear as "no data no data no data."



Q8

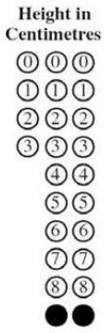
- If <u>both</u> feet/inches and centimeters are completed, enter both. If <u>neither</u> is filled out, enter "no data."

- When entering **feet/inches**, if <u>either</u> column (feet or inches) is blank then the answer is invalid and should be entered as "no data."



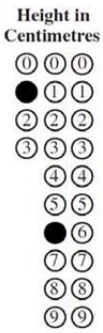
Enter "no data" for feet and "no data" for inches
The response in the database would appear as no data' no data."

- When entering **centimeters**, if the first column (hundreds) is blank but the second and third columns (tens and ones) are filled in correctly, enter a "no data" in the first column and the respective amounts in the second and third columns.



Enter "no data" for the first column, "9" for the second column and "9" for the third column. The response in the database would appear as "no data 99."

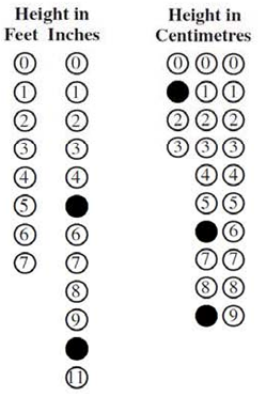
- If the first column (hundreds) is filled in but <u>either</u> the second or third columns (tens and ones) are left blank, the whole answer is invalid and must be entered as "no data."



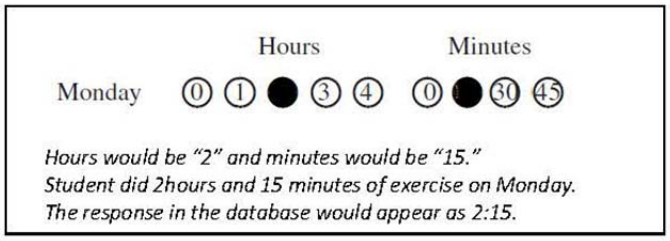
Enter "no data" for all columns. The response in the database would appear as "no data no data no data."

- If a student fills in two bubbles in the same column anywhere within a feet/inches or a centimeters response, the answer is invalid and should be entered as "no data."

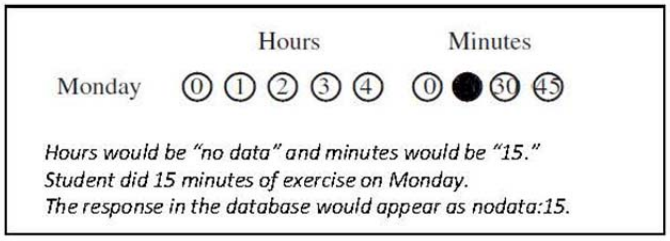
Enter "no data" for all columns. The response in the database would appear as no data' no data" for feet and inches and "no data no data no data" for centimeters.



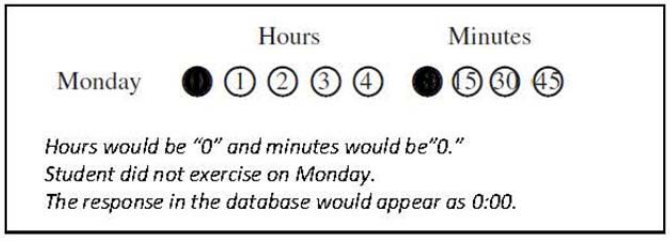
Q29 & Q31 If there is no response for <u>both</u> Hours and Minutes for a particular day of the week then the values should be entered as "no data." This way we know the student chose not to answer the question as opposed to not doing any exercise that day.



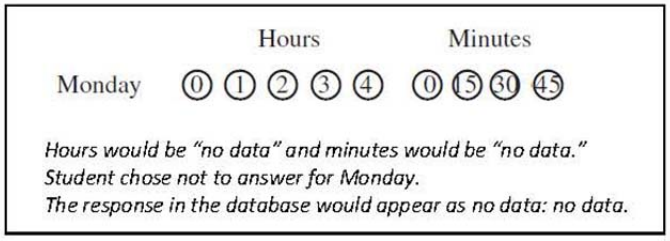
Hours would be "2" and minutes would be "15."
Student did 2hours and 15 minutes of exercise on Monday.
The response in the database would appear as 2:15.



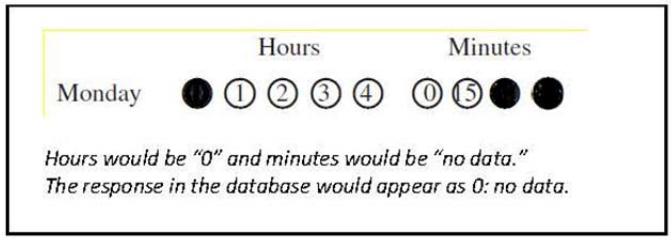
Hours would be "no data" and minutes would be "15."
Student did 15 minutes of exercise on Monday.
The response in the database would appear as nodata:15.



Hours would be "0" and minutes would be"0."
Student did not exercise on Monday.
The response in the database would appear as 0:00.

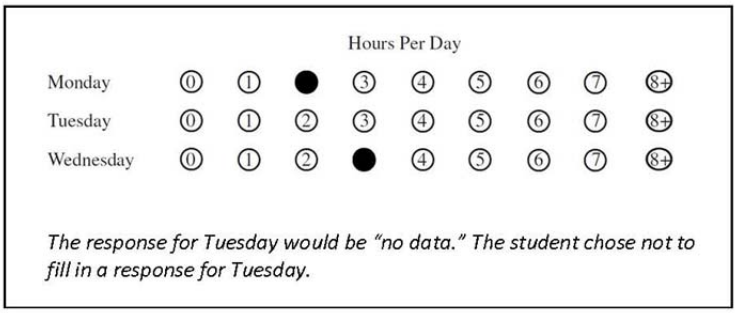


Hours would be "no data" and minutes would be "no data."
Student chose not to answer for Monday.
The response in the database would appear as no data: no data.



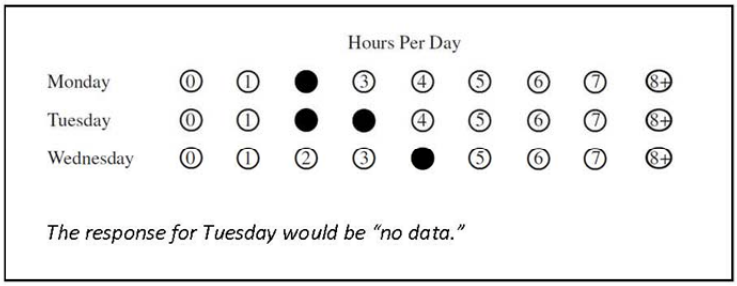
Hours would be "0" and minutes would be "no data."
The response in the database would appear as 0: no data.

Q35 If no response is shaded for a particular day of the week then the value for that day should be entered as "no data." This way we know the student chose not to answer the question as opposed to not having any screen time for that day.



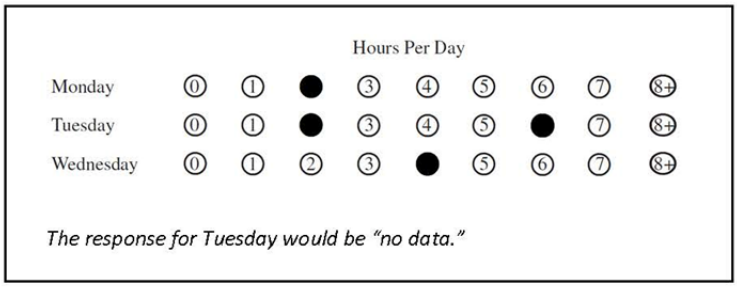
The response for Tuesday would be "no data." The student chose not to fill in a response for Tuesday.

If a student has filled in two circles directly next to each other for a day of the week, then the value for that day should be entered as "no data."



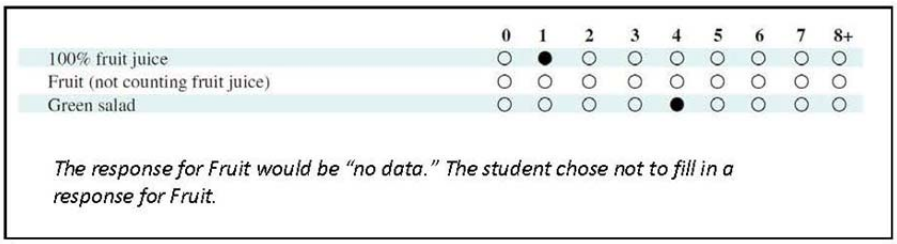
The response for Tuesday would be "no data."

If more than two circles are shaded in one row, or two circles are shaded that are not adjacent to each other then the value for that day should be entered as "no data."



The response for Tuesday would be "no data."

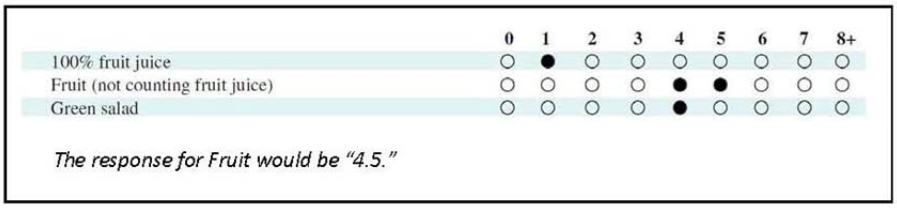
Q36 If no response is shaded for a food group then the value for that group should be entered as "no data". This way we know the student chose not to answer the question as opposed to not eating that food.



	0	1	2	3	4	5	6	7	8+
100% fruit juice	○	●	○	○	○	○	○	○	○
Fruit (not counting fruit juice)	○	○	○	○	○	○	○	○	○
Green salad	○	○	○	○	●	○	○	○	○

The response for Fruit would be "no data." The student chose not to fill in a response for Fruit.

If a student has filled in two circles directly next to each other for a food, you should enter the average of these two numbers.



	0	1	2	3	4	5	6	7	8+
100% fruit juice	○	●	○	○	○	○	○	○	○
Fruit (not counting fruit juice)	○	○	○	○	●	●	○	○	○
Green salad	○	○	○	○	●	○	○	○	○

The response for Fruit would be "4.5."

If more than two circles are shaded in one row, or two circles are shaded that are not adjacent to each other then the value for that food should be entered as "no data."

The response for Fruit would be "no data."

	0	1	2	3	4	5	6	7	8+
100% fruit juice	○	●	○	○	○	○	○	○	○
Fruit (not counting fruit juice)	○	○	○	○	●	○	○	●	○
Green salad	○	○	○	○	●	○	○	○	○

Q51c If "No" and "Don't Work" are both shaded, input "Don't Work." If "Yes" and "Don't Work" are both shaded, this should be considered "no data."

51. During the **past month** (30 days), were you exposed to second hand smoke…

	Yes	No	Don't Work
a. in your home?	●	○	
b. on school grounds?	○	●	
c. while at work?	○	●	●
d. in a vehicle?	○	●	
e. in public?	●	○	

Enter as "Don't Work."

51. During the **past month** (30 days), were you exposed to second hand smoke…

	Yes	No	Don't Work
a. in your home?	●	○	
b. on school grounds?	○	●	
c. while at work?	●	○	●
d. in a vehicle?	○	●	
e. in public?	●	○	

Enter as "no data."

Q62 It is possible that a student may accurately enter *both* "6 or more times" and "Everyday." If this happens, choose "Everyday". If any other combination of two circles are filled in, enter "no data."

If you are ever in doubt, don't hesitate to contact us….

Carly Leggett, CancerCare Manitoba
Ph: 204-235-3119
Email: carly.leggett@cancercare.mb.ca

Jamie Simard, NOR-MAN Regional Health Authority
Ph: 204-687-1307
Email: jsimard@normanrha.mb.ca

Appendix F – Youth Health Survey Data Sharing Agreement

2012 Youth Health Survey Data Sharing Agreement

THIS AGREEMENT is effective as of the _____day of _____, 2013.

BETWEEN:

_____Regional Health Authority
(hereinafter referred to as "**PROVIDER" or "Provider"**)

- and –

CancerCare Manitoba
(hereinafter referred to as "**CCMB**")

Whereas:

1. The Provider has an obligation to assess the health of residents of the _____ Health Region. The Provider is a member of Partners in Planning for Healthy Living ("PPHL").

2. PPHL is a Manitoba partnership formed by partners across the province who are working together to build a province-wide chronic disease risk factor surveillance system integrated with community planning and best practices. PPHL consists of the following partners: All Province of Manitoba regional health authorities, Healthy Child Manitoba, CancerCare Manitoba, Manitoba Physical Education Supervisors' Association, Manitoba Education, Manitoba Health, Manitoba Healthy Living, Youth and Seniors, Public Health Agency of Canada, Health in Common, Heart and Stroke Foundation of Manitoba, Canadian Cancer Society, Addictions Foundation of Manitoba, and the Alliance for the Prevention of Chronic Disease.

3. The Manitoba's Youth Health Survey (the "**Survey**") was created to be a province wide survey designed to provide a clear, evidence based picture of the health of Manitoba youth, asking questions of youth about their physical activity levels, nutrition, sexuality, mental health, overall wellbeing, personal safety and tobacco, alcohol and illegal drug use. The Survey results serve as guides for planning and evaluation of policies and programs locally and across the Province to improve the health of Manitoba youth.

4. The regional health authorities take the lead in implementing the Survey and collecting the Survey's data. Each regional health authority works with the individual

school divisions within their region to encourage the school divisions to participate in the Survey.

5. If a school division agrees to participate in the Survey, then the youth of that school division will be asked to participate in the Survey. The regional health authorities of Manitoba, Manitoba's school divisions and PPHL work together to implement the Survey. The Survey is completed by youth in grades 7 to 12 at school, during school hours and supervised by a teacher or other staff member.

6. As a partner in PPHL, CCMB collects the Surveys' data from each regional health authority. CCMB studies and maintains the Survey's scanned data. CCMB provides statistical and analytic expertise in analyzing the data.

7. CCMB is working toward the creation of a data repository for the Survey. This data repository on Manitoba youth contains aggregated data that can be available to communities, regions and other partners, to monitor changes and impacts on health status.

8. CCMB, with the support of the CancerCare Manitoba Foundation, has established a risk factor surveillance unit in the Department of Epidemiology and Cancer Registry. The objectives of this unit are: to partner with Provincial, Regional and Community efforts in support of healthy living and chronic disease prevention by analyzing the data from the Survey.

9. CCMB creates reports for each school, school division, regional health authority and the Province. These reports are sent to each regional heath authority and the regional health authority distributes each report back to the relevant school divisions and schools.

10. Healthy Child Manitoba and the Provider are partners of PPHL and have collected certain health related data by way of the Survey in the _____ Health Region (hereafter referred to as the "**Data**").

11. The PROVIDER must disclose the Data to CCMB so that CCMB can analyze and store the Data. CCMB wishes to receive the Data for the same reason and has agreed to analyze and store the Data and give the PROVIDER information that will support healthy living and chronic disease prevention.

12. The parties wish to enter into this Agreement to provide the conditions under which the Data from the PROVIDER will be disclosed to CCMB.

NOW THEREFORE the parties agree as follows:

1. In this Agreement:

a. **FIPPA**: shall mean *The Freedom of Information and Protection of Privacy Act* (Manitoba) and any amendments made thereto, any replacement legislation thereof and any regulations passed thereunder.

b. **PHIA**: shall mean *The Personal Health Information Act* (Manitoba) and any amendments made thereto, any replacement legislation thereof and any regulations passed thereunder.

c. **Personal Health Information**: shall have the meaning given to this term in PHIA, and without limiting the generality of the foregoing, includes recorded information about an identifiable individual that relates to: (a) the individual's health, or health care history, including genetic information about the individual; (b) the provision of health care to the individual; or (c) payment for health care provided to the individual; and includes (d) the PHIN and any other identifying number, symbol or particular assigned to an individual; and (e) any identifying information about the individual that is collected in the course of, and is incidental to, the provision of health care or payment for health care.

d. **Personal Information**: has the meaning given to this term in FIPPA, and without limiting the generality of the foregoing, includes recorded information about an identifiable individual, including: (a) the individual's name; (b) the individual's home address, or home telephone, facsimile or e-mail number; (c) information about the individual's age, sex, sexual orientation, marital or family status; (d) information about the individual's ancestry, race, colour, nationality, or national or ethnic origin; (e) information about the individual's religion or creed, or religious belief, association or activity; (f) personal health information about the individual; (g) the individual's blood type, fingerprints or other hereditary characteristics; (h) information about the individual's political belief, association or activity; (i) information about the individual's education, employment or occupation, or educational, employment or occupational history; (j) information about the individual's source of income or financial circumstances, activities or history; (k) information about the individual's criminal history, including regulatory offences; (l) the individual's own personal views or opinions, except if they are about another person; (m) the views or opinions expressed about the individual by another person; and (n) an identifying number, symbol or other particular assigned to the individual.

e. **Public Body**: has the meaning given to this term in PHIA and FIPPA.

f. **Trustee**: has the meaning given to this term in PHIA, and, without limiting the generality of the foregoing, includes a health professional, health care facility, public body, or health services agency that collects or maintains Personal Health Information.

2. The PROVIDER and CCMB are each a Trustee of Personal Health Information and subject to the provisions of PHIA in that capacity; and each is a Public Body and subject to the provisions of FIPPA in that capacity.

3. The PROVIDER shall provide anonymized Data to CCMB in the form of the Youth Health Survey.

4. The PROVIDER shall assume any costs it has incurred or will incur, in compiling and providing the Data to CCMB.

5. The PROVIDER consents to CCMB including the anonymized Data from the _____ Health Region in CCMB's summary of the Province wide findings from the Survey. The PROVIDER further consents to CCMB including the anonymized Data from the _____ Health Region in a Provincial summary of the findings provided to the other regional health authorities and available on the PPHL website, provided that any receiving regional health authority has: (1) also consented to allow the data from the Survey in their regional health authority to form a part of the Provincial Summary; and (2) also consented to allow the data from the Survey in their regional health authority to form a part of the Provincial Summary provided to the PROVIDER.

6. By accepting the Data, CCMB recognizes, acknowledges and agrees that:

    a. CCMB will comply with all the obligations of a Trustee as prescribed within PHIA and all obligations of a Public Body as prescribed within FIPPA;

    b. CCMB has established and will abide by policies and procedures to ensure security, confidentiality and protection of privacy of the Data in accordance with PHIA and FIPPA and all other Acts governing the use of the Data;

    c. CCMB shall inform its employees, agents and contractors of the provisions of PHIA, FIPPA and this Agreement, and shall ensure that each of its employees, agents and contractors that have access to the Data are aware of their obligations;

    d. CCMB will use the Data only for the purpose of facilitating analyses of the Data for production of feedback reports and other analyses as required and authorized by the PROVIDER;

    e. CCMB will analyze the anonymized Data and will report to the Provider a written summary of the findings for each school, school division, sub-regional health authority and for the entire _____Health Region;

    f. CCMB will be collecting and analyzing data from the Surveys conducted in other regional health authorities. CCMB will obtain consent from the other regional health authorities authorizing CCMB to include data from the Surveys

conducted in the other regional health authorities to compile a summary of the Provincial findings. CCMB will provide a copy of the Provincial summary to the PROVIDER;

g. Any requests to review the Data by a group or individual including CCMB shall be considered by the PPHL Data Access and Review Panel. CCMB shall not release the Data to any person, group, organization or researcher without the prior written consent of the PPHL Data Access and Review Panel;

h. The PPHL Data Access and Review Panel will only permit access to the Data for research projects upon receipt of a specific research proposal approved by the applicable University Research Ethics Board;

i. CCMB shall immediately, upon becoming aware of any of the following, notify the PROVIDER in writing of:

    1. any use of, access to or disclosure of the Data not authorized by this Agreement; or
    2. any breach of any term or condition of this Agreement;

    with full details of the unauthorized use, access or disclosure or of the breach. CCMB shall immediately take all reasonable steps to prevent the recurrence of any unauthorized use, access or disclosure of the Data, and to remedy the breach, and shall notify PROVIDER in writing of the steps taken;

j. The PROVIDER and/or its representatives may carry out such inspections, reviews, audits or investigations respecting CCMB's information, and privacy practices, policies, procedures and security arrangements as well as the use and handling of the Data by CCMB as the PROVIDER considers necessary to ensure that CCMB is complying with the terms and conditions of this Agreement and that the Data is adequately protected, provided that such inspections, investigations or audits are conducted during regular business hours and upon reasonable notice to CCMB;

k. CCMB shall cooperate fully in any such inspections, reviews, audits or investigations and shall permit the PROVIDER and its representatives access, at all reasonable times, to its premises and equipment (including computer equipment) and to records and information relating to CCMB's information or privacy practices, policies, procedures, or security arrangements or to this Agreement for these purposes;

l. If the PROVIDER has reason to believe that there are deficiencies in CCMB's information policies and/or practices as they apply to the Data or to CCMB's handling of the Data, it may request CCMB to conduct, at CCMB's own expense, an internal review of CCMB's policies and practices as they apply to the Data or to CCMB's handling of the Data, with any such request to be

accompanied by a description of the PROVIDER's reason(s) for requesting same. CCMB will provide the review to the PROVIDER immediately upon completion; and

m. If any inspection, review, audit or investigation under section 6 (j) or (l) identifies deficiencies in the information practices of CCMB, CCMB will:

    1. take steps, at its own cost, to correct the deficiencies immediately to the reasonable satisfaction of the PROVIDER and will promptly notify the PROVIDER in writing as to the steps taken; and
    2. bear the cost of any such inspections, review, audit or investigations; including, but not limited to, the cost of any third parties which the PROVIDER hires to carry out the inspection, review, audit or investigation on its behalf, if and to the extent that the deficiencies so identified were material.

7. This Agreement shall be in effect from the effective date noted on the first page until CCMB is no longer engaged to receive the Data.

8. This Agreement may be terminated if:

    a. CCMB ceases to be a partner of PPHL;
    b. the PROVIDER is no longer involved in the Survey; or
    c. Healthy Child Manitoba instructs the PROVIDER to stop providing the Data to CCMB.

9. This Agreement may also be terminated by the PROVIDER if any inspection, review, audit or investigation under section 6 (j) or (l) identifies material deficiencies in the information practices of CCMB.

10. Where this Agreement is terminated for any reason, by either party, CCMB shall furnish to the PROVIDER, for the PROVIDER's approval, a written plan detailing the procedures by which CCMB proposes to return to the PROVIDER or dispose of or transfer to an "information manager" or Trustee (within the meaning given to these terms under PHIA), all Data received from the PROVIDER that CCMB may hold as of the date of termination. In the event that the PROVIDER, acting reasonably, does not approve CCMB's submitted plan, then CCMB shall comply with the PROVIDER's written instructions detailing the procedures by which CCMB will return the Data to the PROVIDER or dispose of or transfer to an "information manager" or Trustee all Data received from the PROVIDER that CCMB may hold as of the date of termination.

11. In any event of termination, the parties agree to cooperate to ensure that any projects, papers, or publications then in progress (on the date of termination) shall be allowed to proceed until completion.

12. Sections of this Agreement containing obligations which by their nature are intended to survive termination of this Agreement, and to which CCMB hereby agrees will survive the termination of this Agreement, include (without limitation), Sections 4, 6(a), 6(b), 6(c), 6(d), 6(i), 10, 11 and 14, together with the relevant definitions in the recitals or Section 1.

13. The recitals to this Agreement are hereby incorporated herein by reference and form an integral part of this Agreement.

14. This Agreement is governed by the laws in force in the Province of Manitoba, and represents the entire agreement and understanding between the parties regarding the subject matter of this Agreement.

THIS AGREEMENT has been executed on behalf of the_____ Regional Health Authority (PROVIDER) by its duly authorized representative and on behalf of CancerCare Manitoba (CCMB) by its duly authorized representative, each on the dates noted below.

FOR: _____Regional Health Authority

_____
Name:
Title:
Date:_____

FOR: CancerCare Manitoba

_____
Name: Donna Turner
Title:
Date:_____

Appendix G – Manitoba Youth Health Survey Data Access Request Form

Youth Health Survey Data Access Request Form: AGGREGATE DATA

Please submit this request form and any attachments electronically to contact@healthincommon.ca. If certain attachments are only available in hard copy, please advise us by email, and forward those attachments by mail to:

YHS - Partners in Planning for Healthy Living, c/o Bohdana Kinasevych, Health in Common, 200-141 Bannatyne Ave., Winnipeg, Manitoba R3B 0R3 Phone: 204-946-1888 / 1-800-731-1792

Instructions:

- This form is to be completed when requesting **aggregated**[1] and **anonymized**[2] Youth Health Survey data held by CancerCare Manitoba on behalf of the Manitoba Regional Health Authorities.
- Filling out the form in Adobe Reader: Use the cursor to advance to the next input field, with the document text being protected from inadvertent changes. Checkboxes may be checked by clicking with a mouse. Once completed, save the document and submit electronically, together with any required attachments, to the email address above. A copy may be printed for your records.
- If you have questions or require further information regarding data content, please contact the above individual.

The Manitoba Youth Health survey database

The Manitoba Youth Health Survey (YHS) database holds data from the 2009 and 2012 cycles of the YHS. For 2009, it includes data from students in grades 9 to 12 in all 11 Manitoba Regional Health Authorities (RHA) plus grades 6 to 8 in select RHAs. The 2009 survey was a 51-item multiple choice questionnaire on health behaviours related to tobacco, nutrition, physical activity, self-esteem and school connectedness. For 2012, it includes data from students in grades 7 – 12 in all 5 Manitoba RHAs. The 2012 survey was an 82-item multiple choice questionnaire on health behaviors related to tobacco use, alcohol and drug use, nutrition, physical activity and sedentary behavior, mental health and school connectedness, sleep, and injury prevention.

The YHS database is housed on a secure server at CancerCare Manitoba (CCMB) and CCMB is, therefore, considered to be the trustee of the data. Request for access to the database will only be made through The Data Access Review Panel and not the individual RHA's. **This data is available at the provincial level for the 2011 aggregate regions (Winnipeg-Churchill RHA, Southern Health-Santé Sud, Interlake-Eastern RHA, Prairie Mountain Health Region and Northern Health Region). Requests for RHA level data will be considered on a case by case basis. No school or community specific data will be released.**

The purpose of the YHS is to provide schools, communities, RHA's and other health partners with current local-level information about risk factors for chronic disease in youth. Findings from the survey are intended for use by local area planners for health promotion planning and evaluation activities. The results are not age or sex standardized across regions and are, therefore, not suitable for comparisons between regions.

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[1] Aggregated data presents the total number of occurrences within a defined population (stratified by age, gender, or geographic area) or over a given time period.
[2] Anonymized data excludes any information that when combined with other information or linked with other databases could allow the individual to be identified.

The YHS data is available to community, government and university researchers seeking to carry out activities that will further enhance and advance our understanding of youth health and well-being in Manitoba. The Youth Health Survey applied community-based approaches and principles to data collection, analysis, interpretation and dissemination. To that end, all data access requests will be considered in the spirit of respecting the needs and priorities of the communities that provided their information for study.

I. General Information

Date of request (YYYY-MM-DD):

Date data is required:

Title of Proposal:

Name of Principal Investigator who will be responsible for the data:

List all others who will have access to the data (e.g. co-investigators, collaborators):

Affiliation or Organization:
Address:
Postal Code:

Email:
Phone:
Fax:

Have you engaged with any community partners to conduct this research? Please explain.

II. Planned Use of the Information

Description of the request: (<350 words) Please provide a general description of the planned use of the information, including its purpose and the proposed analytical methodology.

Purpose of the request:

Please check all that apply:

- Research
- Education
- Planning or delivering a program or policy
- Evaluating or monitoring a program or policy
- Lecture, presentation, rounds
- Other: Please explain

Is the data going to be published? Yes No
If yes, where?

Grant funding:

Have you received grant funding for this project? Yes No Pending

From whom? For what amount?

Approvals: (Attach copies of all ethics proposals and approvals.)

Please check all that apply:

University of Manitoba or other University-based Health Research Ethics Board:	**Date:**
CCMB Research Review Impact Committee:	**Date:**
Other Committee approval: **Name of "other" committee/facility:**	**Date:**
Awaiting approvals:	**Date:**
No Committee approval required: (reason)	

III. Specific Data Required

(a) **Please list the specific variables of the study you are requesting (incl. the outcome variable) and describe in general terms how the variables of the study relate to the purpose, hypotheses, and study questions. If the information does not relate directly to these, provide an explanation as to why the information is required. (Please refer to the YHS survey for a list of available variables http://partners.healthincommon.ca/tools-and-resources/youth-health-survey/)**
NOTE: This data is only available at the regional level. No school or community specific data will be released. (If additional space is required, please submit in attachment).

(b) What other data/databases, if any, will the YHS data be compared to?

(c) Please indicate when you are expecting to begin analyses.

Note: Data extractions by CCMB are performed on a priority basis and meeting your timelines cannot be guaranteed. Once your request is received and the programming time required for the extraction determined, an estimated delivery date will be provided.

IV. Other Information

Please provide any other information relevant to this application.

1. **This request will be reviewed to determine if there are cost recovery requirements.**
2. **The Requester will sign a Manitoba YHS Research Data Sharing Agreement once the Provider has approved the data access request and has agreed to share the requested data with the Requester.**
3. **Prior to publication(s)/presentation(s) of *Youth Health Survey* data, final copies of presentations/papers or any other type of publication are to be sent to the attention of Bohdana Kinasevych, Health in Common, 200-141 Bannatyne Ave., Winnipeg, Manitoba R3B 0R3.**

PLEASE NOTE: There may be costs associated with the release of the requested data.

I have read and understand the conditions outlined in this application.

Date: _____ Signature _____

Office Use Only:

Data Request File Number: _____

Request Received on: _____

Data Access Review Panel Decision? Approved ☐ Not Approved ☐

Cost-recovery required? Yes ☐ No ☐ Estimate: $ _____

Expected Completion Date: _____

_____ _____

Date **Name**

Programmer: _____

Completion Date: _____

Appendix H – YHS Administrator Survey Questionnaire

Youth Health Survey- Administrator Survey

Welcome to the Partners in Planning for Healthy Living (PPHL) Online YHS Administrator Survey. The purpose of this survey is to explore and learn more about the relationship between healthy school policies and practices and how they impact the health of Manitoba youth. This survey acts as a complement to the 2012 Youth Health Survey (YHS) which is being implemented in Grades 7-12 across Manitoba during the current school year. The YHS Administrator Survey is targeting School Principals, but may be completed by an alternate, such as the Vice-Principal, a Student Services Staff Member or a Physical Education/Health Education Teacher. Your cooperation in this important project is very much appreciated. The survey will take approximately 15 minutes to complete. All information collected will be kept strictly confidential and respondents will not be identified individually. Results will be rolled up into a provincial report and no comparisons will be made between schools, school divisions or regions. If you have any questions or comments regarding this survey, please feel free to contact: Paul Paquin, Curriculum Consultant, Physical and Health EducationManitoba Education204-945-3529 or Paul.Paquin@gov.mb.ca Katherine Fradette, Health Outcomes AnalystCancerCare Manitoba204-235-3432 or katherine.fradette@cancercare.mb.ca Thank you for responding!

Section 1: Your School

1. The name of your school is:

2. What is your position in the school? Please choose one.

- ○ Principal
- ○ Vice-principal
- ○ Student Services Staff Member (e.g., resource teacher, counsellor, clinician)
- ○ PE/HE Teacher

3. The population of students in your school:

[ ]

4. Which of the following grades are in your school? Check all that apply.

- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Section 2: Health Policies and Practices

5. Does your school have a process in place to plan for a healthy school (i.e., healthy living practices, services and behaviours in the school)?

- ○ Yes
- ○ No
- ○ I don't know

6. Is school health (i.e. healthy living practices, services and behaviours in the school) included in your school's strategic business/action plan (i.e., school plan)?

- ○ Yes
- ○ No
- ○ I don't know

7. Which of the following areas are addressed by your school health/wellness planning process? Check all that apply.

- ☐ We do not have a process in place to plan for a healthy school
- ☐ We have a specific committee or committees to plan for a healthy school
- ☐ Physical activity
- ☐ Healthy eating
- ☐ Tobacco use
- ☐ Alcohol/substance use
- ☐ Mental well-being
- ☐ Personal safety/bullying
- ☐ Sun safety
- ☐ Sexual/reproductive health

8. Who regularly participates at your school in planning for a healthy school? Check all that apply.

- ☐ We do not have a process in place for planning for a healthy school
- ☐ Students
- ☐ Teaching staff member(s)
- ☐ Other staff member(s)
- ☐ Principal / Vice Principal
- ☐ School/parent council representative
- ☐ Parents/families/guardians
- ☐ Health sevices professionals
- ☐ Community organization / non-profit organization representative
- ☐ School district / division / board representative
- ☐ Other (please specify): _____

9. Does your school use data from a formal assessment (e.g., in-house data collection or the previous Youth Health Survey) to determine the student's attitudes, knowledge, beliefs and behaviours on the following topics to plan for a healthy school?

	Yes	No	I don't know
a. Physical activity	○	○	○
b. Healthy eating	○	○	○
c. Tobacco use	○	○	○
d. Substance use	○	○	○
e. Mental well-being	○	○	○
f. Personal safety/bullying	○	○	○
g. Sexual/reproductive health	○	○	○

10. Did your school review and/or use the data presented in your school's previous Youth Health Survey Report?

- ○ Yes
- ○ No
- ○ I don't know
- ○ Our school did not participate

11. Does your school follow an approach that addresses school health in a planned, integrated, and holistic way (e.g., comprehensive school health approach)?

- ○ Never
- ○ Rarely
- ○ Often
- ○ Always
- ○ I don't know

12. Does your school (or division) have written policies or practices related to the following?

	Yes	No	I don't know
a. Physical activity	O	O	O
b. Healthy eating	O	O	O
c. Tobacco use	O	O	O
d. Alcohol/substance use	O	O	O
e. Mental well-being	O	O	O
f. Personal safety/bullying	O	O	O
g. Sexual/reproductive health	O	O	O

13. Does your school (or division) have guidelines on how teachers and other school staff should enforce or implement your school's written policies or practices related to the following?

	Yes	No	I don't know
a. Physical activity	O	O	O
b. Healthy eating	O	O	O
c. Tobacco use	O	O	O
d. Alcohol/substance use	O	O	O
e. Mental well-being	O	O	O
f. Personal safety/bullying	O	O	O
g. Sexual/reproductive health	O	O	O

Section 3: Physical Environment

14. During school hours (both structured and unstructured time), do the majority of students at your school have access to the following?

	Yes	No	I don't know	Not Applicable
a. Gymnasium	O	O	O	O
b. Indoor facilities (e.g. fitness room, dance studio, yoga room)	O	O	O	O

c. Outoor facilities (e.g. playing fields, paved activity areas, baseball diamond)	O	O	O	O
d. Equipment (e.g. balls, skipping ropes, basketballs)	O	O	O	O

15. Outside of school hours (before and/or after school, evenings and weekends), does your schol permit regular student access to the following?

	Yes	No	I don't know	Not Applicable
a. Gymnasium	O	O	O	O
b. Indoor facilities (e.g. fitness room, dance studio, yoga room)	O	O	O	O
c. Outdoor facilities (e.g. playing fields, paved areas, baseball diamond)	O	O	O	O
Equipment (e.g. balls, skipping ropes, basketballs)	O	O	O	O

16. Does your school promote active transportation* to and from school in any of the following ways? Check all that apply. *Active transportation means that students are physically active during their commute (e.g. walking, cycling or skateboarding).

	Yes	No	I don't know
a. Identify safe routes to use for walking and cycling to and from school (e.g. with signs, in newsletters, etc.)	O	O	O
b. Provide crossing guards at intersections to encourage safe walk-to-school routes	O	O	O
c. Designate a 'car-free zone' to provide safe walking areas around the school	O	O	O
d. Allow students to bring bicycles on school property	O	O	O
e. Allow students to bring small wheel vehicles (e.g. rollerblades, scooters, skateboards) on school property	O	O	O
f. Encourage the use of helmets and safety gear for those who use bicycles and small wheel vehicles to get to school	O	O	O
g. Organize a walking/cycling-to-school program (e.g., 'walking school bus' where parents or older students walk around the neighbourhood and pick up walkers at designated points)	O	O	O
h. Organize occasional 'walk to school days' or walking clubs	O	O	O

40. Which of the following PE/HE delivery models best describes the model offered to GRADE 12 students in your school?

- ○ 100% teacher-directed IN-class time
- ○ 75% teacher-directed IN-class time and 25% OUT-of-class time for the physical activity practicum
- ○ 50% of teacher-directed IN-class time and 50% OUT-of-class time for the physical activity practicum
- ○ 25% of teacher-directed IN-class time and 75% OUT-of-class time for the physical activity practicum
- ○ A combination of these
- ○ Not applicable

41. Has the PE/HE delivery model used for GRADE 12 students changed since the 2008 year of implementation?

- ○ Yes, the teacher-directed IN-class time has increased
- ○ Yes, the OUT-of-class time for the physical activity practicum has increased
- ○ No
- ○ I don't know
- ○ Not applicable

42. Are grade 11 and 12 PE/HE teachers allocated time in the schedule to meet with students to monitor their OUT-of-class physical activity practicum?

- ○ Yes
- ○ No
- ○ I don't know
- ○ Not applicable

Section 4: Partnerships and Services

17. During the past year (12 months), have school staff received in-service/workshop training from outside partners (e.g. Regional Health Authority, Healthy Schools Initiative, local experts) in the following areas?

	Yes, all staff	Yes, some staff	No	I don't know
Active living/physical activity	○	○	○	○
Nutrition	○	○	○	○
Tobacco use prevention	○	○	○	○
Alcohol/substance abuse prevention	○	○	○	○
Mental well-being/suicide prevention	○	○	○	○
Personal safety/bullying	○	○	○	○
Healthy sexuality promotion	○	○	○	○

18. Which of the following supports do your partnerships provide to help create a healthy school environment? Check all that apply.

- ☐ Funding
- ☐ Services (health services, volunteer activities, training opportunuties, professional development)
- ☐ Material resources (handouts, signage, computers, equipment)
- ☐ None of the above
- ☐ Other

19. Is your school community engaged in community service (e.g., promoting community events, promoting or coordinating food drives, hosting blood donation clinics, raising money for charities)?

- ○ Not at all
- ○ Minimally
- ○ Somewhat
- ○ Fully

20. How often do community members volunteer in your school including, but not specific to health and well-being activities?

- ○ Rarely
- ○ 1 or 2 days per week
- ○ Most days
- ○ Every day

21. Do school staff have clear guidelines to refer students with the following suspected health issues to the appropriate school/division counsellor/clinician or community health professional or agency?

	Yes	No	I don't know
a. Eating disorders	○	○	○
b. Tobacco use	○	○	○
c. Alcoho/substance abuse	○	○	○
d. Depression/suicidal tendencies	○	○	○
e. Sexual/physical abuse	○	○	○
f. STIs/pregnancy/contraception	○	○	○

22. Does your school work on healthy living promotion, services and/or activities for students with the following partners? Check all that apply.

- ☐ School board/division consultant, clinician or specialist
- ☐ Provincial Government
- ☐ Municipal Government
- ☐ Regional Health Authority
- ☐ Teen primary health clinic
- ☐ Teen Talk
- ☐ Community health agency (e.g., Canadian Cancer Society, Canadian Diabetes Association, Child Nutrition Council, Heart and Stroke Foundation)
- ☐ Parks or Recreation department / Municipal Community Centre
- ☐ Youth organization (e.g., YMCA/YWCA, Boys/Girls Clubs, Boy Scouts/Girl Guides)
- ☐ Health or fitness club

23. What role does your Regional Health Authority play when working with your school on health promotion and/or activities for students? Check all that apply.

- ☐ Provide information/resources/programs (e.g., posters, toolkits)
- ☐ Solve problems jointly
- ☐ Develop/implement program activities jointly
- ☐ No contact with Regional Health Authority regarding health promotion and/or activities

24. Does your school make the following available to all students regardless of ability to pay?

	Yes	No	I don't know	Not Applicable
Breakfast program	○	○	○	○
Lunch program	○	○	○	○
Snack program	○	○	○	○
Milk program	○	○	○	○

25. Does your school have any of the following?

	Yes	No
Cafeteria	○	○
Snack bar/Tuck shop	○	○
Vending machines(s)	○	○

26. How do you rate the nutritional quality of the food and beverages that are served or available for sale in your school?

- ○ All healthy choices
- ○ Mainly healthy choices
- ○ Some healthy choices
- ○ I don't know
- ○ No food or beverages are served or sold in our school

27. How many days make up your school's cycle

- ○ 2 days
- ○ 3 days
- ○ 4 days
- ○ 5 days (Monday-Friday)
- ○ 6 days
- ○ 7 days
- ○ 8 days
- ○ 9 days

28. On average, in your school, how many days per cycle do students taking Physical Education/Health Education (PE/HE) have a class?

	Less than 1	1	2	3	4	5	6	7	8	9
Grade 7	○	○	○	○	○	○	○	○	○	○
Grade 8	○	○	○	○	○	○	○	○	○	○
Grade 9	○	○	○	○	○	○	○	○	○	○
Grade 10	○	○	○	○	○	○	○	○	○	○
Grade 11	○	○	○	○	○	○	○	○	○	○
Grade 12	○	○	○	○	○	○	○	○	○	○

29. In which of the following grades is PE/HE offered all year? Check all that apply.

- ○ Grade 7
- ○ Grade 8
- ○ Grade 9
- ○ Grade 10
- ○ Grade 11
- ○ Grade 12
- ○ None

30. Are PE/HE classes in your school taught by a teacher or teachers with specialized training in this area (e.g. Bachelor of PE or Kinesiology)?

- ○ Yes
- ○ No
- ○ I don't know

31. To what extent is physical activity integrated into classes other than PE/HE in your school?

- ○ A lot
- ○ Some
- ○ Very little
- ○ Not at all
- ○ I don't know

32. Do students in your school receive an alternative delivery (instead of a school-based delivery) for learning outcomes related to the following topics as part of a parental option in PE/HE?

	Yes	No	I don't know
a . Substance Use/Abuse Prevention	○	○	○
b. Human Sexuality	○	○	○

33. Which aspects of tobacco use and control are addressed outside of the PE/HE at your school (for example, through non-health curricula or non-classroom programs or activities)? Check all that apply.

- ○ Prevention of tobacco use
- ○ Quitting tobacco use
- ○ Protection from secondhand smoke
- ○ Denormalization of tobacco industry (for example, awareness of tobacco industry tactics to promote tobacco use, economics, environmental issues)
- ○ Advocacy and/or youth empowerment
- ○ None. We only address tobacco use and control in the PE/HE curriculum

34. Which of the following tobacco use prevention programs has your school offered to students? Check all that apply.

- ☐ Review and Rate
- ☐ Students Working Against Tobacco (SWAT) Teams
- ☐ Not On Tobacco (NOT), a teen smoking cessation program
- ☐ Back off Tobacco (BOT), a k-12 teaching resource aligned with the expected learning outcomes
- ☐ Lungs for Life
- ☐ Tobacco Tackle
- ☐ Other (please specify) _____
- ☐ None of the above
- ☐ I don't know

35. Which aspects of healthy eating promotion are addressed outside of the PE/HE curriculum at your school (for example, through non-health curricula or non-classroom programs or activities)? Check all that apply.

- ☐ Healthy eating promotional events, presentations
- ☐ Foods skills/Nutrition classes (e.g., Human Ecology)
- ☐ Cooking classes (i.e., after school)
- ☐ Gardening (e.g. growing produce)
- ☐ Field trips (e.g., grocery store, farmers' market, farm)
- ☐ None of the above

36. Do students play a leadership role in the organization of school activities within the school and community?

- ○ In no activities
- ○ In some activities
- ○ In most activities
- ○ In all activities

37. Does your school offer a student peer support or mentoring program?

- ○ Yes
- ○ No
- ○ I don't know

ONLY COMPLETE THE FOLLOWING IF YOU HAVE GRADE 11 OR 12 STUDENTS IN YOUR SCHOOL.

38. Which of the following PE/HE delivery models best describes the model offered to GRADE 11 students in your school?

- ○ 100% teacher-directed IN-class time
- ○ 75% teacher-directed IN-class time and 25% OUT-of-class time for the physical activity practicum
- ○ 50% of teacher-directed IN-class time and 50% OUT-of-class time for the physical activity practicum
- ○ 25% of teacher-directed IN-class time and 75% OUT-of-class time for the physical activity practicum
- ○ A combination of these
- ○ Not applicable

39. Has the PE/HE delivery model used for GRADE 11 students changed since the 2008 year of implementation?

- ○ Yes, the teacher-directed IN-class time has increased
- ○ Yes, the OUT-of-class time for the physical activity practicum has increased
- ○ No
- ○ I don't know
- ○ Not applicable